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The reality of school sports in the primary stage

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Abstract:

This study aimed to identify the various factors that affect school sports at the primary stage, The researcher used a descriptive approach with an analytical method, and the study sample included (33) physical education and sports teachers, who were selected by random method, The study tool was a questionnaire, which consisted of two axes, and the study results indicated that poor administrative interest. In addition to the lack of equipment, they represent the most important factors affecting school sports at the primary stage, most teachers believe that school administrators do not pay enough attention to school sports, and that the lack of resources, equipment, and infrastructure represents a real obstacle to participating in various activities.

Keywords: School Sports; Physical Education and Sports Teachers; Primary Stage.

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1. INTRODUCTION

Since ancient civilizations, man has known the practice of sports, through various daily works, and for self-recreation through various competitions and individual and collective games, which were held in honor of kings and tsars, then international laws and committees were established, and it was credited with enshrining various noble values such as rejecting racism and violence, and due to the importance of practicing physical and social sports. Many societies today have adopted what is termed sports education, which is part of comprehensive education, which is concerned with educating the individual from a young age and preparing him to be a good member of his society, and have included it as a study subject in all pedagogical programs for the various stages of study, because of its importance in the physical, intellectual and psychological formation of students (Hamlaoui, 2019).

It is said that a healthy mind is a healthy body, and this statement reflects the close relationship between the two sides, as mental performance is not complete without a healthy physical structure. Hence the importance of school sports, which plays a key role in achieving a balance between mental and physical development, through educational curricula that contribute to the development of students' abilities and keep pace with the requirements of life.

The Ministry of National Education has paid great attention to physical education and sports, especially at the primary level, recognizing the importance of instilling a culture of sports from an early age, as this stage constitutes the basis on which the physical, motor and cognitive abilities of the student are built. However, the field reality reveals several challenges that hinder the actual practice of school sports in primary schools, including poor equipment, lack of coordination between the administration and teachers of the subject, hence the need for an in-depth objective study based on the opinions of the main actors in this sector, namely physical education and sports teachers.

Based on all of the above, we can ask the following general question: What are the factors affecting school sports from the perspective of physical education teachers in primary schools?

Through the general question, we can ask the following partial questions:

- How interested is the school administration in developing school sports from the perspective of physical education and sports teachers?



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- Do educational institutions provide the necessary capabilities in terms of structures, means and material support to ensure the development of school sports according to appropriate standards?

1.1 Research hypotheses:

1.1.1 General hypothesis:

There are a number of factors that influence school sports, according to physical education teachers.

1.1.2 Partial hypotheses:

- The school administration does not give school sports enough attention.
- The resources currently available in educational institutions are insufficient to support and develop school sports.

1.2 Research Objectives:

- To study the concepts associated with school sports.
- Identify the different factors that influence the practice of school sports.
- Assessing the extent of interest of school administration in school sports from the perspective of physical education teachers at the elementary stage.
- Assessing the status of educational institutions in terms of equipment and infrastructure, and their impact on the practice of sports activities.

1.3 Importance of the research:

School sport is the main pillar of the sports movement at the national and international levels, and contributes to the development of various sports activities, whether individual or collective, which helps to discover talents and refine them to reach global competitive levels. It also plays a pivotal role in shaping the student's personality and developing their skills in all aspects.

1.4 Fields of research:

- Human Domain:

The study population consisted of all teachers of physical education and sports in Biskra governorate, concentrated in primary education.

- Spatial domain:

Governmental primary schools affiliated to the Directorate of Education of Biskra Governorate.

- Temporal domain:

This study was conducted from the beginning of November 2024 to the end of May 2025.

1.5 Research terms and concepts:

1.5.1 School sport:

- **Terminological definition:** It is that activity that is conducted in the form of official competitions between school rooms, and the external activity is of great importance because it is located at the top of the general school sports program, which starts from the daily lesson, then the internal activity, and ends with the external activity, where the essence of diligence and sports talents in various games to represent the school in official matches, and through it it is easy to select players and school teams, for various regional and international events (Hothbi & Al-Antari, 2024).

Procedural definition: It is what students do from physical and sports activities outside the official class, and these activities are inside or outside the educational institution, and have physical, psychological, social and moral objectives.

1.5.2 Primary school:

- **Terminological definition:** The primary stage in Algeria is the first stage of compulsory education, where children begin their basic educational journey. This stage lasts for five years, from the first to the fifth year, and aims to provide students with basic knowledge in various subjects, as well as the development of their intellectual and social abilities (Bougataia, 2020).

- **Procedural definition:** The primary stage is the first stage of compulsory education in Algeria, which lasts for five academic years, during which the student receives various information and knowledge from the teachers of this stage.

1.5.3 Teachers of physical education and sports:

- **Terminological definition:** A teacher who specializes in teaching physical activities and sports to students at different stages of education. This teaching aims to promote physical fitness, improve general health, develop motor and social skills, and instill sporting values such as team spirit and discipline (Bokhari, 2015).

- **Procedural definition:** These are the teachers specialized in physical education and sports, who are responsible for teaching physical activities in educational institutions at the primary stage.

2. Previous studies:

2.1 (Khathir, 2022) conducted a study entitled The role of school sports in discovering and directing sports talents, This study aims to determine



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the effective role of school sports in the development of competitive sports. A descriptive analytical approach was used, and the research sample consisted of (135) middle school students, and the questionnaire was used as a research tool, and the main results of the study revealed that school sports have a great importance, which is to contribute and support competitive sports, and thus provide them with sports talents, and this can only be achieved by taking care of them, providing sports means and equipment, and working on directing these talents.

2.2 (Ben Aissa, 2021) This study aimed to determine the extent to which physical education classes are implemented and to identify the various obstacles that prevent their implementation. A descriptive approach was used, and the research sample consisted of (40) elementary school teachers. a questionnaire was used as a research tool. The results of the study revealed weak infrastructure, lack of equipment, and absence of teachers specialized in physical education, which negatively affects the effective delivery of this subject.

2.3 (Awadi, 2020) This study aimed to determine the relationship between the school environment and the effectiveness of classes, A descriptive approach was used, and the research sample consisted of (35) elementary school teachers. A questionnaire was used as a research tool, and the most important results were the lack of special playgrounds and, which limits the achievement of the pedagogical objectives of the class.

2.4 (Sharif, 2020) This study aimed to diagnose the reality of physical education implementation through the opinions of those directly involved in the educational process. A descriptive analytical approach was used, and the research sample consisted of of (50) primary school teachers, and a questionnaire was used as the study tool. The results of the study revealed that physical education classes often do not receive sufficient attention in terms of time, supervision, and administrative support, which affects their educational effectiveness.

3. Research Method and Procedures:

3.1 Research Methodology:

The researcher used a descriptive approach with an analytical method.

3.2 Research community:

The research community consisted of all physical education and sports teachers (males and females) in Biskra governorate at the primary stage, and they numbered (83) male and female teachers.

3.3 Research sample:

The research sample consisted of (33) teachers of physical education and sports, working in some primary schools in Biskra governorate, selected by purposive sampling.

3.4 Research tool:

The researcher used the questionnaire as a research tool.

3.4.1 Constructing the research tool:

The researcher consulted scientific books and previous studies in order to build the research tool, where the research tool consisted of (20) paragraphs, distributed on two axes, namely: The first axis: Related to administration, school support and interaction, and included (10) paragraphs, the second axis: Related to infrastructure and sports equipment, and included (10) paragraphs, and the tool in its final form also included two axes, namely: The first axis: Related to administration, school support and interaction, and included (10) paragraphs, the second axis: Related to infrastructure and sports equipment, and included (10) paragraphs.

3.4.2 Validity of the research tool:

The research tool was presented to six referees from professors of the Institute of Physical Activity Science and Technology at the University of in Biskra. Based on their feedback, several phrases of the questionnaire were reworded, and the tool consisted of (20) phrases in its initial form. After arbitration, it also consisted of (20) phrases, but it included some modifications within the two axes, distributed as follows:

The first axis is administration, school support, and school interaction, which included (10) statements.

The second axis: Sports infrastructure and equipment, which included (10) statements.

3.4.3 Stability of the research tool:

The stability coefficient was calculated using Cronbach's formula alpha.

Table 1. Stability coefficient (Cronbach's alpha) for the research tool

Axes	Number of statements	Cronbach's alpha coefficient
Administration, school support and interaction	10	0.84



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Infrastructure and sports equipment	10	0.78
Total	20	0.81

Source: Author, 2025

We note from the above table that the stability coefficients for the axes of the study ranged from (0.78 to 0.84), which are high and acceptable values for application purposes, as most studies indicate that the stability coefficient of (0.60) is considered acceptable (Amir & Sonderpandian , 2002).

3.5 Research variables:

- Independent variable: School sport.
- Dependent variable: Primary stage.

3.6 Statistical methods used in the research:

The following statistical methods were used:

- Cronbach's alpha.
- Frequencies and percentages.
- Chi-squared test.

3.7 Presentation, analysis and discussion of results:

- **First hypothesis:** The administration does not give enough attention to school sports.

Table 2. Results of the first axis

Number	Paragraph	Repetition		%		Chi-squared T	Chi-squared test	Sig level	Degree of freedom	Statistical Significance
		Yes	No	Yes	No					
1	Do you think there is enough interest in sports at your school	27	6	81,8	18,2	13.36	3.84	0.05	1	sig
2	Is the amount of physical education and sports classes in the school schedule sufficient	26	7	78,8	21,2	10.93	3.84	0.05	1	sig
3	Do students participate in sports activities on a regular basis	26	7	78,8	21,2	10.93	3.84	0.05	1	sig
4	Do you find it difficult to motivate students to participate in sports activities	17	16	51,5	48,5	0.03	3.84	0.05	1	Not sig
5	Do you think the community and parents support school sports	20	13	60,6	39,4	1.48	3.84	0.05	1	Not sig
6	Do students have the opportunity to participate in sports competitions outside of school	22	11	66,7	33,3	3.66	3.84	0.05	1	Not sig

7	Do students participate in sports activities on a voluntary basis without coercion	22	11	66,7	33,3	3.66	3.84	0.05	1	Not sig
8	Are sports encouraged during school vacations or outside of school hours	18	15	54,5	45,5	0.27	3.84	0.05	1	Not sig
9	Do you feel that there is enough support from the school administration to organize sports activities	26	7	78,8	21,2	10.93	3.84	0.05	1	sig
10	Do you feel that school sports are constantly evolving	23	10	69,7	30,4	5.12	3.84	0.05	1	sig

Source: Author, 2025

The results of the questions related to the axis of “Management, School Support and Interaction” showed a disparity in the opinions of the teachers, where the percentages showed that the majority answered “yes” to a number of questions, especially those related to the existence of interest in school sports (81.80%), and considering the size of the physical education and sports classes in the school schedule sufficient (78.80%), in addition to confirming the regular participation of students in sports activities (78.80%), and the existence of sufficient support from the school administration to organize sports activities (78.80%). With reference to the results of the chi-squared test, it was found that questions (1, 2, 3, 9, 10) were statistically significant at the significance level of 0.05 and the degree of freedom 01, indicating that there are clear trends among teachers in This means that their responses were not random, but rather reflect convergent attitudes towards certain aspects of school management and interaction with physical activity. In contrast, the rest of the questions did not show statistical significance, indicating that teachers' opinions on these issues were mixed or unstable, such as difficulties in motivation, encouragement from the community and parents, or opportunities for students to participate in sports competitions outside school. This suggests that these aspects may vary from one institution to another, or that some teachers are unsure of the extent to which they affect the reality of school sports. In general, these results reflect that teachers perceive some shortcomings at the level of management and support.

Based on the results shown in Table: 2, it can be said that the first hypothesis has been achieved, and these results are attributed to the fact that most teachers believe that the school administration does not give school sports the attention it deserves, whether in terms of follow-up or organizational support, and the result of this study is somewhat consistent with the results of (Sharif, 2020) study, which revealed that the class is often not given enough attention in terms of



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time, framing and administrative accompaniment, which affects its educational effectiveness. that the class often does not receive sufficient attention in terms of time, framing and administrative accompaniment, which affects its educational effectiveness, and the results of the current study differ with the results of the study of (Khathir, 2022), which found that school sports have a great importance, which is the contribution and support for competitive sports.

- Second hypothesis: The resources currently available in educational institutions are insufficient to support the development of school sports.

Table 3. Results of the second axis

Number	Paragraph	Repetition		%		Chi-squared T	Chi-square test	Sig level	Degree of freedom	Statistical Significance
		Yes	No	Yes	No					
1	Do you have the necessary equipment and sports equipment to practice physical and sporting activities	25	8	75,8	24,2	8.75	3.84	0.05	1	sig
2	Does the school provide sufficient financial support for sports activities	24	9	72,7	27,3	6.81	3.84	0.05	1	sig
3	Does your school have sports facilities available for all physical activities and sports	17	16	51,5	48,5	0.03	3.84	0.05	1	Not sig
4	Is a safe environment provided for students to practice physical and sporting activities	23	10	69,7	30,3	5.12	3.84	0.05	1	sig
5	Is there a covered hall for physical and sports activities	5	28	15,2	84,8	16.03	3.84	0.05	1	sig
6	Are there locker rooms available for sports	10	23	30,3	69,7	5.12	3.84	0.05	1	sig
7	Are stadiums and sports equipment regularly maintained	19	14	57,6	42,4	0.75	3.84	0.05	1	Not sig
8	Does the sports equipment match the number of students	23	10	69,7	30,3	5.12	3.84	0.05	1	sig
9	Do sports venues allow for multiple classes to be organized at the same time (more than one cohort or section)	18	15	54,5	45,5	8.75	3.84	0.05	1	sig
10	Do you think that the school's sports spaces and equipment keep pace with modern developments in the field of physical education	18	15	54,5	45,5	0.27	3.84	0.05	1	Not sig

Source: Author, 2025

The results of the questions related to “Sports Infrastructure and Equipment” showed that there are clear issues hindering the practice of physical education and sports within schools. Respondents showed an acceptable agreement on the insufficient equipment and tools necessary for practicing activities, reflecting a lack of basic equipment within educational institutions. Financial support for these activities was also found to be inadequate, limiting the possibility of organizing effective and integrated sports classes. On the other hand, the lack of suitable covered halls was found to be one of the most prominent obstacles that prevent the smooth practice of sports activities, especially under unfavorable climatic conditions, and although there was some variation in the opinions of the respondents about the availability of sports facilities, the general picture confirms that poor infrastructure represents a real obstacle to the development of physical education in the school environment, and indirectly contributes to poor motivation of students to participate and engage in these activities.

Based on the results shown in Table: 3, it can be said that the second hypothesis has been realized, and these results are attributed to the fact that most teachers believe that the possibilities currently available in educational institutions are insufficient to support and develop school sports at the primary level, and the results of this study are consistent with the results of the study of (Ben Aissa, 2021), which resulted in the lack of infrastructure, lack of equipment, and the study of (Awadi, 2020), which revealed the absence of special playgrounds and appropriate facilities.

- General hypothesis:

Through the results of the two axes, and comparing this with previous studies, the general hypothesis is confirmed. The results show that poor administrative attention and lack of equipment are the most important factors limiting the effectiveness of school sports, and the repetition of these issues across several studies reflects the structural nature of these obstacles. Thus, the general hypothesis is actually embodied in the reality of daily practice within primary schools, which reinforces the need to reconsider the educational policy on physical activity in terms of organization, planning, and equipment.



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4. Conclusion:

The general objective of this study was to identify the various factors that affect school sports at the primary stage, and this study concluded a set of results, the most important of which are:

- * The lack of administrative attention, in addition to the lack of equipment, is one of the most important factors affecting school sports at the elementary stage.

- * Most teachers believe that the school administration does not pay enough attention to school sports.

- * The lack of means, equipment and infrastructure is a real obstacle to practicing various activities.

In light of the results of the study, we can make some suggestions as follows:

- * The need to allocate actual and regular time for school sports at the elementary stage.

- * Activating the role of the administration in supporting teachers and overcoming all difficulties that hinder the implementation of school sports classes.

- * Providing basic sports equipment that allows the classes to be carried out effectively.

- * Preparing school spaces and squares to suit the requirements of practicing physical activities.

- * Providing changing rooms, especially in institutions that receive large numbers of students.

- * Continuous training for teachers of the subject, through educational seminars.

- * Involving physical education inspectors in following up on the implementation of classes and providing the necessary guidance to teachers.

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6. Appendices:

Finalized questionnaire:

Axis Number	Questions	Yes	No
First axis	Management, school support and interaction		
1	Do you think there is enough interest in sports at your school		
2	Is the amount of physical education and sports classes in the school schedule sufficient		
3	Do students participate in sports activities on a regular basis		
4	Do you find it difficult to motivate students to participate in sports activities		
5	Do you think the community and parents support school sports		
6	Do students have the opportunity to participate in sports competitions outside of school		
7	Do students participate in sports activities on a voluntary basis without coercion		
8	Are sports encouraged during school vacations or outside of school hours		
9	Do you feel that there is enough support from the school administration to organize sports activities		
10	Do you feel that school sports are constantly evolving		
Second axis	Sports Infrastructure and Equipment		
1	Do you have the necessary equipment and sports equipment to practice physical and sporting activities		
2	Does the school provide sufficient financial support for sports activities		
3	Does your school have sports facilities available for all physical activities and sports		
4	Is a safe environment provided for students to practice physical and sporting activities		



5	Is there a covered hall for physical and sports activities		
6	Are there locker rooms available for sports		
7	Are stadiums and sports equipment regularly maintained		
8	Does the sports equipment match the number of students		
9	Do sports venues allow for multiple classes to be organized at the same time (more than one cohort or section)		
10	Do you think that the school's sports spaces and equipment keep pace with modern developments in the field of physical education		