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The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

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Abstract:

This study aims to examine the reality of university sports at Djilali Bounaama University in Khemis Miliana, by focusing on the processes of selection and sports orientation, as well as the training phase within the framework of university sports, the competition period, and the impact of university sports on students. The results showed that the selection and orientation processes need to be strengthened to ensure the appropriate selection and optimal guidance of students. Regarding training, there was a noticeable weakness in the quality of the training programs offered, which calls for their updating and the engagement of qualified coaches. The study also highlighted the necessity of better organization and support for sports competitions to improve performance and participation levels. Concerning the impact of sports on students, the findings indicated that practicing sports contributes to improving physical and mental health, developing teamwork and discipline skills, and achieving a better balance between academic life and sports activities. The researchers recommended providing comprehensive training programs and enhancing sports competitions.

Keywords: Reality, University Sports, Khemis Miliana University.

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1. INTRODUCTION

1. Research Problem:

Sports are considered one of the vital activities that play a central role in the lives of individuals and society alike. They are not merely a form of entertainment, but also an effective means to promote physical and mental health and to improve overall quality of life. Engaging in sports contributes to building a strong and resilient body and helps prevent many chronic diseases, such as heart disease, diabetes, and obesity. Beyond health benefits, sports foster teamwork, discipline, a sense of fair competition, and cooperation among individuals, which positively reflects on society as a whole.

Within the university setting, sports take on deeper and broader dimensions. They are not just extracurricular activities but are considered an essential part of university life, helping students achieve a balance between academic work and personal life. University sports contribute to the development of students' personalities, enhance their leadership abilities and social skills, and provide an ideal environment for interaction among students from diverse disciplines and backgrounds, fostering a sense of belonging and integration within the campus. Moreover, sports activities offer students the opportunity to relieve academic stress and motivate them toward academic excellence by improving their psychological and physical well-being.

Developing university sports is a fundamental step toward improving the quality of life in universities, as it helps build a more active and healthy academic community. Enhancing sports infrastructure, organizing activities and tournaments, and supporting sports clubs are key aspects of achieving this goal. Through such measures, universities can create an environment that encourages sports participation, strengthens teamwork, discipline, and cooperation among students. Promoting a sports culture in the university context not only improves students' physical fitness but also develops their social and leadership skills, motivating them toward academic and psychological excellence (*Mohamed Yahia & Mohamed Ali, 2001*).

According to Raafat Abdelhadi, in order to develop university sports, there must



be a clear strategy based on well-studied principles. To reach a certain standard, adequate resources and facilities, especially sports infrastructure, must be provided in line with international standards. Furthermore, sports administration should implement all modern administrative functions, supervised by a specialized team trained in managing sports facilities to meet the aspirations and ambitions of university sports (*Al-Karoui, 2009*).

Djilali Bounaama University, as one of the leading universities, recognizes the importance of university sports and strives to provide a comprehensive sports environment that supports all students. The university possesses a variety of sports facilities and is keen on organizing tournaments and competitions at various levels, whether internal competitions between faculties or external events in cooperation with other universities. These tournaments not only offer students the opportunity to engage in sports competition but also contribute to promoting sportsmanship, teamwork, and discipline.

Based on this perspective, a crucial question arises regarding the reality of university sports at Djilali Bounaama University and their impact on campus life. This general inquiry encompasses multiple dimensions that require in-depth exploration to understand how sports activities are managed and developed within the university. Accordingly, the following research question can be formulated:

What is the reality of university sports at Djilali Bounaama University?

Sub-Questions:

What is the level of the selection and orientation process in university sports at Djilali Bounaama University?

What is the level of training and preparation in university sports at Djilali Bounaama University?

What is the level of the competition phase in university sports at Djilali Bounaama University?

To what extent does university sports impact the university environment at Djilali



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

Bounaama University?

Hypotheses:

General Hypothesis:

The reality of university sports at Djilali Bounaama University is at a weak level.

Specific Hypotheses:

The selection and orientation process in university sports at Djilali Bounaama University is at a weak level.

The training process in university sports at Djilali Bounaama University is at a weak level.

The competition phase in university sports at Djilali Bounaama University is at a weak level.

University sports have a positive impact on the university environment at Djilali Bounaama University.

Study Objectives:

-To provide a comprehensive and accurate picture of the reality of university sports at Djilali Bounaama University.

-To examine the reality of the selection and orientation process in university sports at Djilali Bounaama University.

-To examine the reality of the training process in university sports at Djilali Bounaama University.

-To examine the reality of the competition phase in university sports at Djilali Bounaama University.

-To investigate the impact of university sports on the university environment.

Definition of Terms:

Reality (Terminologically): The word “reality” in Arabic carries multiple meanings depending on the context in which it is used. Generally, it refers to the actual state of affairs or current conditions as they are, without any alteration or embellishment. For example, one can say, (This is the actual situation) to refer to the true state of matters.

University Sports (Operational Definition):

Operationally, university sports are defined as a set of sports activities practiced by students within the sports facilities affiliated with the university. These activities include both individual and team sports and encompass various types of sports, whether for recreational or competitive purposes. University sports contribute to achieving positive outcomes that primarily benefit students by enhancing physical fitness, fostering a competitive spirit, developing social skills, and improving mental and psychological health.

Previous and Related Studies

1. First Study: Study by Haddab Salim (2006)

Entitled “The Reality of University Sports under the Management of Sports Facilities.”

This study aimed to identify the reality of university sports and determine their current status, highlight the effective role played by sports facilities in developing competitions, and assess the condition of university sports facilities. The researcher adopted the descriptive method, and the study was conducted across 25 sports activity departments within faculties and university residences affiliated with the University of Algiers.

The study concluded that the success of university sports requires the availability of highly qualified specialists in each sports activity department. Sports administration was identified as the core element in organizing and managing



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

university sports facilities and as a key indicator for evaluating their success. Moreover, achieving a balance between public and private interests was found to have a positive impact on the success of university sports.

2. Second Study: Study by Mohamed Diao Abdel Rasoul (2006–2007)

Entitled “The Role of University Sports in Activating Sports Movement at Tikrit University.”

This study aimed to clarify the role of university sports in activating the sports movement at the university since its establishment, identify the most important achievements at the internal and external activity levels, examine the material and moral resources available for university sports, identify administrative and teaching competencies that achieved distinguished results, and compare the past and present status of university sports.

The researcher adopted the descriptive method, with a purposive sample consisting of university sports administrators. A questionnaire was used as the primary data collection tool. The findings indicated continuous follow-up by the university president despite weak financial allocations for the university sports unit, limited external participation, weak performance of the Iraqi Central Federation of University Sports, restriction of activities to internal groups, and deteriorating security conditions, all of which negatively affected university sports activities.

3. Third Study: Study by Raafat Abdelhadi elkaroui (2009)

Entitled “The Reality of Sports Championships at Al-Qadisiyah University and Ways to Develop Them.”

This study aimed to identify the reality of sports championships at Al-Qadisiyah University and explore ways to develop them. The researcher used the descriptive survey method due to its suitability for the nature of the research problem. The study population included sports coaches working at the Directorate of Sports Activity at Al-Qadisiyah University and the Extracurricular Activities Committee at the College of Physical Education, totaling 29 coaches.

A questionnaire was designed consisting of three axes: participation of colleges in sports championships, organization of championships, and the role of colleges and parents. The questionnaire was validated according to scientific standards. The study concluded that the main obstacles hindering college participation included the lack of allocated time for sports activities in most colleges, students' preferences influencing participation in certain sports over others, and the absence of accountability for non-participating colleges, which contributed to continued non-participation.

4.Fourth Study: Study by Ghasham Mohamed and Medjaji Hani (2022)

Entitled “The Reality and Prospects of University Sports and Ways to Develop Them in the Sports Field.”

This study aimed to identify the reality of university sports in the sports field, explore future prospects, examine planned objectives intended to advance university sports, and identify effective means for their development. The researchers proposed several recommendations, including:

Establishing regulations to optimize the utilization of university sports activities.

Intensifying local university sports championships and organizing inter-university sports events.

Enhancing media support for university sports and facilitating participation in external championships.

Critical Review of Previous and Related Studies

After reviewing previous and related studies, it is evident that most emphasize the necessity of developing university sports due to their importance and benefits for students and society. The objectives of these studies varied according to their general research goals; however, most agreed on adopting the descriptive research method. Study samples differed depending on the research population, with some focusing on administrators and others on students, whereas the present study is



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

applied exclusively to students. Most of these studies also relied on questionnaires as the primary data collection instrument.

The scientific gap addressed by the current study lies in the lack of research dedicated to understanding and analyzing the reality of university sports at Khemis Miliana University in particular, especially in aspects related to physical preparation and training. Although numerous studies have addressed university sports in general within Algerian and international universities, there remains a clear shortage of field studies specifically targeting Khemis Miliana University.

Research Methodology and Field Procedures

1. Pilot Study

A review of previous and related studies on the topic was first conducted. Subsequently, contact was established with the Sub-Directorate of Cultural Activities at Djilali Bounaama University, as well as with officials responsible for managing the directorate and various sports teams. In addition, communication took place with a sample of university students involved in teams representing the university. This process aimed to identify and understand the procedures and stages associated with the study. The questionnaire was then distributed to a group of expert reviewers to ensure the validity and suitability of the research instrument used.

2. Research Approach

Given the nature of the subject under investigation, the descriptive method was adopted, as it is the most appropriate for achieving the objectives of the study. The nature and type of the research problem determine the methodological approach employed, and the descriptive approach was deemed suitable for describing and analyzing the reality of university sports.

3. Research Population and Sample

The research population consisted of students registered and accepted within competitive and non-competitive sports teams at Khemis Miliana University

during the academic year (2023–2024), under the supervision of the Sub-Directorate of Cultural Activities. The total population comprised (155) students across (10) sports disciplines.

The study was conducted on a randomly selected sample from the research population (students registered in sports teams), totaling (36) students, representing (23.22%) of the population, during the academic year (2023–2024).

4. Research Variables

First Variable: Djilali Bounaama University, which represents the independent variable whose effect on the second variable is examined. This variable is not subject to the researcher's control.

Second Variable: The reality of university sports, which is influenced by the first variable. It includes several dimensions: selection and orientation, training, competition, and the impact of university sports on the university environment.

5. Research Instrument (Questionnaire)

5.1. Objective of the Questionnaire

The objective of the questionnaire is to identify the reality of university sports at Khemis Miliana University.

5.2. Stages of Questionnaire Construction

The researchers followed a set of systematic steps to construct the questionnaire and finalize it in its final form, including reviewing relevant literature, defining dimensions and items, validating content through expert review, and preparing the instrument for field application.

First: Construction of the Questionnaire

First: The questionnaire was constructed in its initial form through an in-depth review of the theoretical framework, as well as an examination of previous and



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

related studies. In addition, communication was established with the authorities supervising university sports at the university, along with consultations with a number of student athletes practicing various competitive sports disciplines within the university.

Second: After preparing the questionnaire in its preliminary version, it was submitted to a panel of experts (Appendix No. 01), consisting of five (05) specialists, for the purpose of reviewing and validating the instrument.

Third: The questionnaire was modified in accordance with the observations and suggestions provided by the experts and reviewers, and subsequently finalized in its final version (Appendix No. 02). The final questionnaire was then designed and distributed electronically using Google Forms (Appendix No. 03).

Fourth: The scientific properties of the questionnaire (validity, reliability, and objectivity) were calculated by administering it to a pilot sample of six (06) student athletes practicing sports under the university's supervision.

5.3. Final Version of the Questionnaire (Questionnaire Description)

The questionnaire used in this study consists of statements addressed to students registered in competitive sports teams at Khemis Miliana University. It is divided into four main axes as follows:

First Axis: Selection and Orientation, comprising 10 statements (from item 01 to item 10).

Second Axis: Training and Preparation Phase, comprising 11 statements (from item 11 to item 21).

Third Axis: Competition Phase, comprising 6 statements (from item 22 to item 27).

Fourth Axis: Impact of University Sports on the University Environment, comprising 10 statements (from item 28 to item 37).

5.4. Method of Questionnaire Distribution

The questionnaire was designed and distributed electronically using the Google Forms service, following these procedures:

Assigning a clear title to the questionnaire and providing an explanation of its importance and instructions for responding.

First Page: The first axis (Selection and Orientation) and its corresponding statements.

Second Page: The second axis (Training and Preparation Phase) and its corresponding statements.

Third Page: The third axis (Competition Phase) and its corresponding statements.

Fourth Page: The fourth axis (Impact of University Sports on the University Environment) and its corresponding statements. Mandatory response settings were activated for all questions.

The option allowing only one response per participant was enabled.

A notice was included to ensure the confidentiality and privacy of respondents' personal information.

The questionnaire was distributed electronically using **Google Forms**, in coordination with the official responsible for managing the Sub-Directorate of Sports and Cultural Activities at Djilali Bounaama University, who supervised the dissemination of the questionnaire link to all students enrolled in the university's sports teams.



Figure (1) represents the QR code shortcut for accessing the electronic



***The Reality of University Sports at Djilali Bounaama University –
Khemis Miliana***
questionnaire link via Google Forms.

5.5. Determination of the Response Scale

Scores were assigned according to the following table:

Table (01): Distribution of Scores on the Response Scale.

<i>Response Level</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>
<i>Score</i>	<i>3</i>	<i>2</i>	<i>1</i>

5.6. Determination of the Range for Each Level

The researcher calculated the class interval length, which was found to be (0.66). Accordingly, the range of each level was determined as shown in the following table:

Table (02): Class Interval Length and Range of Each Level.

<i>Level</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>
<i>Range of Each Level</i>	<i>(1.66— 1)</i>	<i>(2.33—1.67)</i>	<i>(3—1.34)</i>

6. Scientific Basis of the Questionnaire

6.1. Content Validity (Expert Judgment)

The questionnaire was presented to a panel of five (05) expert professors specializing in Physical Education and Sports at Khemis Miliana University. These experts evaluated the statements in terms of wording clarity, relevance to the research axes, and appropriateness of each item for the overall instrument. As a result, the questionnaire comprised 37 statements distributed across four axes, fully aligned with the research questions formulated in the study problem.

6.2. Reliability Using the Split-Half Method

This method involves dividing the test into two equivalent halves after administering it to a single group to estimate its reliability coefficient. The correlation coefficient calculated using Cronbach's Alpha formula was 0.811 for 24 selected statements of the questionnaire. This high value indicates a strong correlation and consistency among the questionnaire items.

6.3. Objectivity

The researchers carefully designed the electronic questionnaire to ensure objectivity, ease of use, clarity of questions, and proper explanation of its purpose. A neutral and simple user interface was adopted, avoiding colors or images that might influence respondents' answers. The questions were formulated clearly and neutrally, free from any language that could imply suggestions or directives. Respondents were informed that their personal information would remain confidential and private, allowing them to answer honestly without fear of identification.

Statistical Analysis

To address the research questions, the researcher employed Microsoft Excel for data processing, using the following statistical procedures:

Arithmetic Mean (Average)

Standard Deviation

Pearson Correlation Coefficient

Presentation and Analysis of Results

Presentation and Analysis of the First Hypothesis

Hypothesis Text:

"The selection and orientation process in university sports at Djilali Bounaama University is at a weak level."

Table (03): Shows the arithmetic mean and standard deviation for the first axis, Selection and Orientation, along with its constituent statements.

N	phrases	Mean	SD	Sample	Role
01	<i>I have previously practiced my sports specialization outside the university.</i>	2.69	0.62	36	High
02	<i>I was informed about the selection and orientation process in a timely manner.</i>	2.44	0.81		High
03	<i>I participated in introductory activities related to the sport I intended to practice at the university.</i>	2.03	0.70		Medium
04	<i>I was given the opportunity to assess my level before joining.</i>	1.69	0.89		Medium
05	<i>The process was supervised by specialized professors and coaches.</i>	1.58	0.77		Low
06	<i>The selection and orientation process was conducted using modern scientific methods.</i>	1.61	0.84		Low



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

07	<i>The results of the selection process were respected transparently.</i>	2.56	0.73		High
08	<i>The selection committee relied on modern tests and equipment during the process.</i>	1.58	0.81		Low
09	<i>The selection committee ensured that the necessary medical examinations were conducted for students.</i>	1.36	0.68		Low
10	<i>The expertise of the Institute of Physical Activity and Sports Science at the university was utilized in the selection process.</i>	1.56	0.77		Low
<i>Selection and Orientation Process</i>		1.91	0.48		Medium

Analysis: As shown in Table (05), the arithmetic mean of the statements ranges between 1.36 and 2.69, varying across the three levels: Low, Medium, and High. The overall mean for the Selection and Orientation Process as a whole was 1.91, which falls within the Medium range. Accordingly, the selection and orientation process in university sports at Djilali Bounaama University is considered to be at a medium level.

Presentation and Analysis of the Second Hypothesis

Hypothesis Text:

"The training process in university sports at Djilali Bounaama University is at a weak level."

Table (04): Shows the arithmetic mean and standard deviation for the second axis, Training Process, along with its constituent statements.

N	phrases	Mean	SD	Sample	Role
01	<i>The sports facilities are equipped with the necessary tools to practice various sports and physical activities.</i>	1.92	0.55	36	Medium
02	<i>The university provides qualified coaches to assist students in practicing sports.</i>	1.64	0.83		Low
03	<i>The coach ensures an adequate number of training sessions for athletes.</i>	1.44	0.77		Low
04	<i>The duration of each training session is sufficient and regulated according to scientific principles.</i>	1.42	0.73		Low

05	<i>Training sessions are scheduled at times compatible with the students' academic program.</i>	1.44	0.69		<i>Low</i>
06	<i>The coach relies on specialized training programs.</i>	1.47	0.70		<i>Low</i>
07	<i>The university provides transportation to and from training locations.</i>	1.50	0.81		<i>Low</i>
08	<i>The university provides sports facilities and recovery/physiotherapy equipment for athletes.</i>	1.36	0.72		<i>Low</i>
09	<i>The university provides the necessary financial support (e.g., uniforms, sponsorship).</i>	1.94	0.63		<i>Medium</i>
10	<i>The university provides student-athletes with a special nutritional program in recognition of their efforts.</i>	1.50	0.77		<i>Low</i>
11	<i>The expertise of the Institute of Physical Activity and Sports Science at the university is utilized in performance analysis.</i>	1.36	0.72		
Training Process		1.55			<i>Low</i>

Analysis:

As shown in Table (06), the arithmetic mean of the statements ranges between 1.36 and 1.94, falling within the Low and Medium ranges. The overall mean for the Training Process as a whole was 1.55, which falls within the Low range. Accordingly, the training process in university sports at Djilali Bounaama University is considered to be at a weak level.

Presentation, Analysis, and Discussion of the Results of the Third Hypothesis

Hypothesis Statement:

The competition stage in university sports at Djilali Bounaama University is conducted at a weak level.



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

Table (05): Presents the mean and standard deviation of the third axis (the competition stage) and its constituent items.

N	phrases	Mean	SD	Sample	Role
01	<i>The university provides academic facilitation (study arrangements and examinations) during competitions.</i>	2.39	0.84	36	High
02	<i>The university provides transportation, sportswear, and supervision for students during competitions.</i>	2.50	0.77		High
03	<i>The university pays attention to the health aspect (medical treatment and rehabilitation), especially after injuries.</i>	1.44	0.69		Low
04	<i>The university provides a proper nutritional program for athletes during competitions.</i>	1.50	0.77		Low
05	<i>The university offers financial incentives (scholarships/financial grants) to students participating in competitions.</i>	1.22	0.54		Low
06	<i>The university seeks to benefit from the expertise of its outstanding students in sports fields in order to enhance the level of university sports.</i>	1.50	0.77		Low
Competition stage		1.76	0.54		Medium

Analysis

Based on Table (07), it is observed that the mean values of the items ranged between (1.22 and 2.50), falling within the low and high categories. The overall mean of the social domain reached (1.76), which belongs to the moderate category. Accordingly, the competition stage in university sports at Djilali Bounaama University is conducted at a moderate level.

Presentation, Analysis, and Discussion of the Results of the Fourth Hypothesis

Hypothesis Statement:

University sports have a positive impact on the university environment at Djilali Bounaama University.

Table (06): Presents the mean and standard deviation of the fourth axis (the impact of university sports on the university environment).

N	phrases	Mean	SD	Sample	Role
01	<i>Practicing university sports contributes to improving students' physical fitness.</i>	2.64	0.68	36	High
02	<i>University sports contribute to building social relationships among students from different faculties and disciplines.</i>	2.86	0.49		High
03	<i>Sports activities enhance team spirit and cooperation among students and strengthen their sense of belonging to the university community.</i>	2.89	0.48		Medium
04	<i>Participation in sports events enhances social interaction and creates a vibrant and enthusiastic environment.</i>	2.81	0.52		Medium
05	<i>Sports contribute to enhancing self-confidence and positive attitudes and improving students' mental health.</i>	2.83	0.45		Low
06	<i>Practicing sports helps reduce stress and psychological pressure experienced by students in university life.</i>	2.81	0.52		Low
07	<i>University sports provide me with an opportunity to discover my talents and interests in various fields.</i>	2.78	0.54		High
08	<i>My participation in sports activities helps me learn new skills and develop my physical abilities.</i>	2.78	0.59		Low
09	<i>Sports activities represent an opportunity for me to learn about different cultures and lifestyles through interaction with fellow students.</i>	2.89	0.40		Low
10	<i>Sports activities enhance my sense of belonging to the university community.</i>	2.81	0.52		Low
<i>University Sports' Impact on the University Environment</i>		2.81	0.07		High



Analysis

Based on Table (08), it is observed that the mean values of the items ranged between 2.64 and 2.89, which fall within the high category. The overall mean of the social domain reached 2.81, also belonging to the high category. Accordingly, university sports have a positive impact on the university environment at Djilali Bounaama University.

Conclusions:

Based on the results presented in Table (03), which includes the findings related to the first hypothesis; Table (04), which presents the results of the second hypothesis; Table (05), which presents the results of the third hypothesis; and Table (06), which presents the results of the fourth hypothesis—within the limits of the research sample, the adopted methodology, and the applied statistical analyses—the researcher reached the following conclusions:

The process of selection and orientation in university sports at University of Djilali Bounaama is carried out at a moderate level.

The training process in university sports at the University of Djilali Bounaama is conducted at a low level.

The competition phase in university sports at the University of Djilali Bounaama is implemented at a moderate level.

University sports have a positive impact on the university environment at the University of Djilali Bounaama.

Discussion of the Hypotheses Results

Discussion of the Results Related to the First Hypothesis

This section discusses the results related to the first partial hypothesis, based on the responses obtained from the students regarding this axis. The hypothesis was formulated on the assumption that the process of selection and orientation in university sports at University of Djilali Bounaama is conducted at a low level. However, the results shown in Table (03) indicate that the process of selection and orientation in university sports at the University of Djilali Bounaama is carried out at a moderate level.

Based on the foregoing presentation, analysis, and discussion of the responses collected from the research sample, it can be concluded that the first partial hypothesis was not confirmed.

These results differ from those reported by the study of Lakhdar Abbas, Lamine Harouache, and Ismail Kehil (2019), entitled “The Role of Selection Determinants and Talent Identification in Guiding Students toward Sports Specializations.” The study concluded that the process of selection and orientation is extremely important and necessary for identifying talented beginners and giving them early opportunities to express their interests, abilities, and efforts, thereby enabling them to reach higher performance levels. Proper selection and orientation enhance the effectiveness of both training and competitive processes. Sporting excellence depends on three main elements: selection, orientation, and training and competitions. High sporting achievements cannot be attained without sound scientific selection and orientation based on specific physical attributes as a fundamental basis for reaching elite levels. Each sport has particular physical requirements that distinguish it from others, and each individual possesses characteristics that qualify them for practicing a specific sport (*Lakhdar Abbas, Lamine Harouache, & Ismail Kehil, 2019*).

The researcher believes that the process of selection and orientation plays a major role in achieving the objectives of university sports. It has a pivotal role in developing athletic performance and identifying promising talents among students, as well as in discovering both innate and acquired sporting abilities and directing students toward sports that match their skills. Through proper orientation and appropriate training, physical attributes can be developed and improved, physiological efficiency enhanced, physical performance raised, and sporting results improved. Consequently, this process contributes to building strong and competitive sports teams and enhances the university’s standing in sports championships and competitions.

Discussion of the Results Related to the Second Hypothesis

This section addresses the results related to the second partial hypothesis, based on the responses obtained from the students concerning this axis. The hypothesis was formulated on the assumption that the training process in university sports at University of Djilali Bounaama is conducted at a low level. The results presented in Table (04) clearly indicate that the training process in university sports at the University of Djilali Bounaama is indeed carried out at a low level. Based on the foregoing presentation, analysis, and discussion of the responses obtained from the research sample, it can be concluded that the second partial hypothesis was confirmed.

These results differ from those reported by Attab Ibrahim (2014), who stated that modern sports training in football is a planned educational process based on sound scientific principles, aiming to achieve integration in technical and athletic performance among players (Ibrahim, 2014). Similarly, Amara Nour Eddine (2019), in his study entitled “The Role of Sports Training in Building the Trait of Cohesion among Football Players,” concluded that sports training is not limited to



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

physical benefits only, but also extends to social aspects, which are of great importance as they contribute to shaping the player's personality.

In the same context, Taheri Rabah (2020), in his study entitled "The Role of Training Programs in Enhancing Physical Fitness Components among U20 Football Players," emphasized the important and effective role of training programs in developing physical fitness components among football players. In light of his findings, the researcher recommended the following: not neglecting training programs while keeping up with new developments in the scientific design and planning of training programs; the need for club presidents and officials to provide the necessary facilities and equipment for training, while taking care of and motivating players; organizing regular training courses to keep pace with developments in the field of sports training; mastering the planning component of training programs as it is the fundamental step toward achieving objectives and sporting success; and paying close attention to training education and the development of physical attributes through scientifically regulated programs (*Rabah, 2020*).

The researchers believe that the training process plays a major role in achieving the objectives of university sports, as it contributes to improving students' athletic performance through the development of their technical and physical skills. It also enhances physical fitness, endurance, and strength, thereby increasing students' ability to compete in sports competitions. Moreover, it contributes to building a strong sports base that can serve as a nucleus for national teams and sports clubs.

Discussion of the Results Related to the Third Hypothesis

The results presented in Table (05) indicate that the competition phase in university sports at University of Djilali Bounaama is conducted at a moderate level. Based on the foregoing presentation, analysis, and discussion of the responses obtained from the research sample, it can be concluded that the third partial hypothesis was not confirmed.

These findings differ from those reported in the study by Abdulaziz bin Saad Al-Dughayther (2019), who argued that schools in the past served as a factory for producing sports talents with high technical skills. However, this role has diminished or nearly disappeared due to the neglect of school administrations in organizing inter-school competitions across all sports activities, rather than limiting them to a single sport. He expressed hope that the new leadership of the Ministry of Education would give this aspect the attention it deserves. He further emphasized that sports competitions are not merely recreational; rather, they foster teamwork skills, leadership abilities, problem-solving capacities, patience,

and tolerance, and they represent a school for art, taste, and ethics (*Eldighayther, 2019*).

The researcher believes that the competition phase holds great importance on multiple levels. It is not only an opportunity for students to compete and win, but it also plays a vital role in enhancing students' physical and mental health, as well as in developing their personal and social skills. Intensifying these competitions contributes to improving physical fitness and reducing stress and anxiety, thereby promoting students' physical and mental well-being. In addition, such competitions nurture leadership, teamwork, and discipline, and help students achieve a healthy balance between academic studies and personal activities. They also strengthen students' sense of belonging and pride in their university, and open doors to future professional opportunities. All of this occurs under the attention of the media, which plays a significant role in achieving these objectives and in making sports media more functional—especially in the health domain—rather than being limited to commercial advertising, promotion, and the mere reporting of sports competition news (*Bitat Nour Eddine, 2022, p. 449*).

Discussion of the Results Related to the Fourth Hypothesis

This section addresses the results related to the fourth partial hypothesis, based on the responses obtained from the students concerning this axis. The hypothesis was formulated on the assumption that university sports have a positive impact on the university environment at University of Djilali Bounaama. The results presented in Table (06) clearly indicate that university sports do have a positive impact on the university environment at the University of Djilali Bounaama. Based on the foregoing presentation, analysis, and discussion of the responses obtained from the research sample, it can be concluded that the fourth partial hypothesis was confirmed.

These findings are consistent with and support the results of the study conducted by Bouaziz Mohamed, Jabbouri Ben Omar, and Zebchi Nour Eddine (2017), which concluded that practicing physical and sports activities has several positive psychological effects. These include developing a strong need to achieve high goals for oneself and others, emotional discipline, obedience, respect for authority, and the acquisition of high levels of desirable psychological competencies such as self-confidence, emotional balance, self-control, reduced tension, and decreased aggressive behaviors. Moreover, regular physical effort has positive and beneficial effects on individuals' psychological states, especially those suffering from various psychological disorders such as stress and depression. These results are encouraging and confirm that physical and sports activities have important positive effects not only on physical fitness but also on



The Reality of University Sports at Djilali Bounaama University – Khemis Miliana

psychological fitness (*Zebchi Nour Eddine, Bouaziz Mohamed, & Jabbouri Ben Omar, 2017*).

The researcher believes that university sports have a profound impact on students' lives, as these activities positively affect various aspects of their lives. First and foremost, sports contribute to enhancing students' physical health by encouraging regular physical activity and improving physical fitness, thereby reducing the risk of chronic diseases such as obesity and cardiovascular diseases.

In addition, university sports have a positive effect on students' mental health, as they help reduce levels of stress and anxiety and enhance feelings of happiness and well-being. Sports also provide an appropriate environment for relieving academic pressures and excessive cognitive strain, allowing students to use sports as a means to release psychological stress and improve their mental state. From a social perspective, university sports enhance communication and the building of social relationships among students. Students from different departments and specializations come together through sports, which contributes to expanding social networks and forming new friendships. Moreover, sports foster cooperation and teamwork skills, helping students achieve common goals and shared success.

The impact of university sports is not limited to students alone but extends to the university institution as a whole. It contributes to raising morale within the university community and strengthens feelings of belonging and pride in the university. It also positions the university as a center for sports and cultural activities, which attracts more students and enhances its reputation and standing in society. In this regard, recreational sports activities within university residences contribute to achieving balance and social adjustment among female students, particularly in terms of relationships, communication, and interaction, as well as providing a space for developing skills and interests and creating an atmosphere of fair competition (*Houria Meskef, 2018, p. 197*).

Conclusion

Based on what has been addressed in this study in both its theoretical and applied aspects, and in light of the results obtained on the one hand and the findings of previous studies on the other, a set of proposals and recommendations has been put forward with the aim of giving greater attention to university sports and working toward their development. This requires particular emphasis on the processes of selection and orientation, the training phase, and the competition phase.

It is also necessary to provide the facilities, resources, and means that ensure an appropriate environment for the advancement of university sports, as well as to offer both material and moral incentives to encourage and motivate students to engage in university sports activities. In addition, benefiting from the expertise and competencies of the Institute of Sciences and Techniques of Physical and Sports Activities at University of Djilali Bounaama is of great importance, as the

university's objectives can only be achieved through the competence of the university professor, who represents a beacon of the nation and is capable of scientifically sound engagement with university students in a way that instills motivation and shapes their personalities (*ounouki Abdelkader et al., 2022, p. 755*).

Furthermore, providing a balanced and appropriate nutritional program for athletes is essential, alongside establishing partnerships with local and national sports clubs to enhance training opportunities and support the athletic development of students.

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***The Reality of University Sports at Djilali Bounaama University –
Khemis Miliana***

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