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# The Reality of Administrative Management of School Sports in Algeria

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**Abstract:**

The study aimed to assess the status of school sports through administrative management, emphasizing the crucial role of organization in administrative operations. It highlighted the importance of financial resources in enhancing the quality of school sports. The researcher employed a descriptive-analytical approach suited to the study's objectives. The study involved a random sample of 20 specialized physical education teachers who responded to a questionnaire structured around three main axes, each containing seven questions. Key findings included proving the significance of organization in successful administrative management. Additionally, it was found that adequate financial resources significantly contribute to achieving positive outcomes in sports activities. Poor administrative management, on the other hand, was linked to underutilization of both financial and human resources.

**Keywords:** management, administrative management, sports, school sports

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## 1. Introduction

Sports activity is considered as the criterion of progress in all countries worldwide, as it relies on a set of constructive rules and principles that help achieve national and international successes and accomplishments. Among these principles are school sports, directed at students across various educational stages. Many countries, particularly advanced ones, have accorded it significant importance by providing all conditions that make it a vital and effective contributor to enhancing sports standards. This is achieved through substantial financial allocations and the establishment of frameworks responsible for managing its affairs and providing advanced facilities and structures.

Over the years, the Algerian state has not lagged behind in establishing an official framework to develop this sector. In terms of texts and legislation, administrative structures were created to manage and oversee school sports activities. These structures include support and guidance bodies under the Ministry of National Education specifically dedicated to school sports activities. Additionally, there are joint coordination committees between the Ministries of Youth and Sports and National Education.

Organizational and management structures also exist at the regional level, encompassing the Algerian Federation of School Sports, provincial leagues of school sports, and school sports associations, each with its own specific tasks and responsibilities.

In any third-world country, sports activity is considered a criterion of progress, as it is based on several foundations that make it an effective means to develop athletic standards and achieve high results nationally and internationally. Among the pillars of national sports is what is known as school sports, directed towards students across various educational stages. It lays the initial groundwork for children and provides proper guidance that helps them in the future. Many developed countries have placed significant importance on this sport by providing suitable conditions to make it an active contributor to the development of athletic standards.

Applications of various sciences in the sports field have garnered the interest of many scholars, demonstrating their impactful contributions across all aspects of this fertile field. As scientific advancements continue, their applications are increasingly used to address various challenges in this field. These include the shortcomings of school sports due to administrative inefficiencies, poor organization, and the lack of competence among administrators and educators.

In discussing the issues of administration, the following question arises:

- What is the current reality of administrative management in school sports?

**1. Sub-questions:**

**1.1.** Do financial resources play a role in improving school sports?

**1.2.** Does organization contribute to the administrative management of school sports?

**2. General hypothesis:**

Administrative management plays a role in having a negative impact on school sports.

**3. Specific hypotheses:**

**3.1.** Financial resources play a role in improving the performance and outcomes of school sports.

**3.2.** Organization contributes to effective administrative management of school sports.

**4. Research Objectives:**

This research aims to shed light on school sports under effective administrative management. Among these objectives, we highlight the following:

**4.1.** Understanding the current status of school sports through the administrative management aspect.

**4.2.** Establishing the importance of organization in administrative management.

**4.3.** Highlighting the role of financial resources in improving the level of school sports.

**4.4.** Attempting to reach recommendations and suggestions to enhance school sports through good management practices and rational support for this domain.

Previous and Similar Studies:

**The first study** by Rafik Bay examines "The Role of Administrative Management in Sports Facilities and its Impact on Athletic Practice" at Mohammed Boudiaf University in M'sila, 2007. The research problem centred around the following main question: "To what extent does administrative management in sports facilities impact athletic practice?" The researcher found the following results:

- There is a severe shortage of specialized scientific frameworks in administrative management and facilities, which negatively affects the management process, reflecting on athletic practice and sports in general.
- There is a deficiency in the efficiency of those managing the administrative process and a lack of effective roles in sports facilities due to the absence of suitable personnel in appropriate positions, leading to a decline in performance levels.

The researcher employed questionnaire, observation, interview, and inspection methods, utilizing a descriptive approach. The sample was randomly selected and consisted of six teams (track and field, basketball, volleyball, football, karate, weightlifting) and sports complexes including "Moulay Bousselham Sports Complex in M'sila, 08 May 1945 Sports Complex in Setif, and 20 August 1955 Sports Complex in BBA."

The research objectives are as follows: to scientifically discuss an important and contentious topic that is among the primary challenges facing sports families, and to attempt to achieve objective results that open new horizons for understanding the reasons behind the success or failure of sports in sports facilities. Additionally, the research aims to clarify the vision for players and coaches in general regarding sports facilities.

**The second study** by Mustafa Arrabi titled "Management and Administration of Some Clubs and Sports Teams in Mostaganem Province" at Mostaganem University, 2005.

The research problem was centred around the following question: Does administrative management rely on scientific methods to achieve success? The researcher arrived at the following results, which pertained to managers, five club and team presidents, and coaches as follows:

- The managers highlighted a severe shortage in specialized scientific frameworks for managing sports teams in Mostaganem province. This deficiency negatively impacts the management process, consequently reflecting poorly on sports in general. The neglect of organizational structures and the lack of administrative staff competence further exacerbate the administrative shortcomings within the sports authority.

- The coaches highlighted a lack of efficiency among those responsible for managing operations and a real absence of effective roles in clubs and sports teams due to the absence of suitable individuals in appropriate positions, leading to a decline in performance. The researcher used a questionnaire directed at managers and administrators, employing statistical methods to analyze and interpret the results, along with collecting material from sources and references. The researcher adopted a survey approach, with a random sample of some sports clubs and teams in Mostaganem province. Questionnaires were distributed to club presidents and five to coaches of various sports. The research aimed to uncover the true face of management in some sports clubs and highlight the role of management in some sports clubs in Mostaganem, elucidating its relationship with various sciences.

## 5. Disscussion of the findings

Based on the review of the two previous studies, several similarities in findings emerge. Both studies highlight significant deficiencies in specialized scientific frameworks for managing sports facilities and

teams, as well as shortcomings in the efficiency of those overseeing management processes, resulting in a lack of effective roles within these institutions and teams.

Upon discussing these two previous studies, it becomes evident that there is a focus on administrative management in sports facilities, clubs, and teams, contrasting with the neglect of administrative management in school sports, which is the focal point of our study. This comparison underscores the importance of addressing administrative shortcomings specifically within school sports management in order to enhance its effectiveness and overall impact.

## 6. Terms definition

### 6.1.Management:

**6.1.1. Language Definition:** Refers to the process of setting goals and coordinating efforts of individuals or groups to achieve them. It is a cyclical process starting with organizing planning, directing, and controlling.

**6.1.2. Scholarly Definition:** "Management is the effective coordination of available resources through integrated planning, organizing, directing, and controlling processes to achieve the goals of collective work in a manner that reflects prevailing environmental conditions and fulfills its social responsibility." (Mohamed Fawzi Helwa, 2007)

### 6.2.Administration:

**6.2.1. Language Definition:** Means effective coordination of available resources through integrated planning, organizing, directing, and controlling processes to achieve collective work goals in a manner that reflects prevailing environmental conditions and fulfills its social responsibility.

**6.2.2. Scholarly Definition:** "Administration is the effective coordination of available resources through integrated planning, organizing, directing, and controlling processes to achieve the goals of collective work in a manner that reflects prevailing environmental conditions and fulfils its social responsibility." (Mohamed Fawzi Helwa, 2007)

### 6.3.Sport:

**6.3.1. Language Definition:** Literally means training or teaching a horse, and metaphorically used for physical training to achieve competitive results not just for the individual but for the sport itself.

**6.3.2. Scholarly Definition:** "Sport is one of the refined forms of the motor phenomenon in humans, characterized by organized appearance and the highest skill." (Amin Anwar Al-Khululi, 1996)

### 6.4.School:

**6.4.1. Language Definition:** The place where students learn the teachings, as in "this is the school of blessings," meaning the path of those teachings.

**6.4.2. Scholarly Definition:** "The institution where primary education principles are received and where values are instilled, completing the individual's social upbringing."

### 6.5.School Sports:

**6.5.1. Language Definition:** Refers to sports competitions held between schools in various collective and individual sports specified in their annual program.

**6.5.2. Scholarly Definition:** "The set of scientific, medical, and health pedagogical methods followed to achieve physical health, strength, agility, and physical moderation." (Ibrahim Mohamed Salama, 1980)

**6.6.Administrative Management:**

**6.6.1. Language Definition:** Refers to keeping pace with the complications facing management, as without precise management, chaos spreads, threatening the existence of the administratively managed entity.

**6.6.2. Scholarly Definition:** "Administrative management provides a degree of order and coordination through which complications facing management can be tackled effectively." (Abdelkader Hakmi, 2003)

**6.7.Field Study:**

**6.7.1. Language Definition:** The methodology used is linked to the researcher's use of the survey method due to the nature of the topic.

**6.7.2. Scholarly Definition:** "The descriptive approach, also known as the standard method, is suitable for handling data derived from simple observation cases, whether conducted physically or naturally, or observed through questionnaires or other techniques." (Abdeljawad Bakr, 2002)

**6.8.Research Sample:**

**6.8.1. Language Definition:** It is the subset of research elements in a specific community, defined as follows: "It is the sub-group of elements in a certain community" that gives equal and equal probabilities of selection for each unit of the original community.

**6.8.2. Scholarly Definition:** "It is the sub-group of elements in a certain community" that gives equal and equal probabilities of selection for each unit of the original community. (Bashir Salah Al-Rashidi, 2000)

**7. Tools Used:**

**7.1.Questionnaire:** A means of collecting information widely used in scientific research, through which information is obtained directly from the original source. It consists of a series of questions, closed, open, semi-open, or optional, distributed by the researcher to the selected sample, collected, studied, analyzed, and results are derived from it.

**7.2.Data Analysis Method**:

We collected responses for each question, taking into account the analysis of questions based on their nature in the form of hypothesis axes. We extracted scientific percentages to analyze numerical data using the triple-base method.

**8. Analysis and Discussion of Findings:**

**8.1.** Administrative Management and Its Role in Influencing School Sports

**8.1.1.** Autonomy in Team Management by Institutional Administration

**8.1.1.1.Purpose of the Question:**

To determine the extent of the teacher's freedom in performing their duties related to school sports.

**Table 1:** The extent of the teacher's freedom in performing their duties.

| options | participants | percentages |
|---|---|---|
| **yes** | 15 | **75 %** |
| **No** | 05 | **25 %** |
| **Total** | 20 | **100 %** |

**8.1.1.2.Analysis and Discussion of Findings:**

From the analysis of the results obtained from Table 1, we observe that 75% of physical education teachers have full freedom in managing the team that represents the institution, whereas the remaining 25% of teachers do not have such freedom.

**8.1.1.3.Conclusion:**

We conclude that the majority of physical education teachers have full freedom in managing the team that represents the institution. As stated in the book The Educational Sports Guide by Ali Bashir Al-Ghamdi and others:

The teacher implements a specific program for the phase of building the general plan outlined in the program, and then breaks it down into smaller and smaller parts until they get to the daily lesson.

The teacher places students who combine moral and athletic excellence during matches.

**8.1.2.** Comparison of Current Management System and Obtained Results

**8.1.2.1.Purpose of the Question:**

To understand the teachers' opinions on the management system adopted by the institution.

**Table 2:** The teachers' opinions on the current management system.

| options | participants | percentages |
|---|---|---|
| **good** | 06 | **30 %** |
| **acceptable** | 08 | **40 %** |
| **random** | 06 | **30 %** |
| **Total** | 20 | **100 %** |

**8.1.2.2.Analysis and Discussion of Findings:**

From the results obtained in Table 2, we observe that 30% of the teachers believe that the management system in place is good compared to the results achieved by the institution. Meanwhile, 40% of the teachers consider the system to be generally acceptable, as the results tend to fluctuate, sometimes being good and other times poor. Additionally, 30% of the teachers believe that the management system is arbitrary.

**8.1.2.3.Conclusion:**

From the above, we conclude that the management system adopted by most educational institutions is generally acceptable. This can be attributed to the lack of competence and experience among those responsible for the management.

**8.1.3.** Alignment of the Administrative Path in Sports with Educational System Goals

**8.1.3.1.Purpose of the Question:**

To determine the extent to which the current administrative approach aligns with the desired educational goals.

**Table 3:** The extent to which the current administrative approach aligns with the desired goals.

| options | participants | percentages |
|---|---|---|
| **yes** | **07** | **35 %** |
| **No** | **13** | **65 %** |
| **Total** | 20 | **100 %** |

**8.1.3.2.Analysis and Discussion of Findings:**

From the analysis of the results in Table 3, we observe that 35% of physical education teachers believe that the administrative path followed in school sports aligns with the set goals. However, the remaining 65% of teachers think otherwise, as they believe the current path does not align with the desired objectives.

**8.1.3.3.Conclusion:**

We conclude that the administrative path adopted by most educational institutions does not align with the goals they set. This misalignment is due to the poor planning of the administrative path and the resulting outcomes, which do not meet the desired goals.

**8.1.4.** Evaluation of Cadres Responsible for Managing School Sports

**8.1.4.1.Purpose of the Question:**

To assess the competence of the cadres managing school sports.

**Table 4:** The competence of the responsible for managing school sports.

| options | participants | percentages |
|---|---|---|
| **Qualified** | **10** | **50 %** |
| **Unqualified** | **10** | **50 %** |
| **Total** | 20 | **100 %** |

**8.1.4.2.Analysis and Discussion of Results:**

From the results obtained in the table, we observe that 50% of physical education teachers believe that the responsible for managing school sports have the necessary experience to serve school sports effectively. On the other hand, 50% of the teachers think that some cadres lack the sufficient experience and competence needed for managing school sports. This discrepancy among teachers can be explained by the fact that some institutions are newly established, and some cadres are less experienced in this field.

**8.1.4.3.Conclusion:**

From the above, it can be said that the responsible for managing school sports in most educational institutions are qualified for the task. This qualification is attributed to their understanding of school sports. However, it should be noted that school sports suffer from a lack of specialized cadres in certain areas of school sports, such as organization.

**8.1.5.** Trainers Should Be Qualified for Administrative Management to Improve School Sports Outcomes

**8.1.5.1.Purpose of the Question:**

To determine the need for specialized trainers in the administrative management of school sports.

**Table 5:** The importance of administrative management in the effective utilization of resources.

| options | participants | percentages |
|---|---|---|
| **yes** | **20** | **100 %** |
| **No** | **00** | **00 %** |
| **Total** | 20 | **100 %** |

**8.1.5.2.Analysis and Discussion:**

From the analysis of the results of Question 5, we see that most physical education teachers believe that it is necessary to recruit qualified and specialized cadres in administrative management to address the shortage in this critical area and improve school sports.

**8.1.5.3.Conclusion:**

From the above, it can be said that school sports have fairly experienced human resources specialized in administrative management, but they are insufficient. Therefore, it is necessary to qualify trainers and managers with high competencies to contribute to the development of school sports.

**8.1.6.** Poor Utilization of Resources is Due to Poor Administrative Management

**8.1.6.1.Purpose of the Question:**

To determine the importance of administrative management in the effective utilization of resources in any educational institution.

**Table 06:** Determining teachers' opinions on the importance of administrative management.

| options | participants | percentages |
|---|---|---|
| **yes** | **20** | **100 %** |
| **No** | **00** | **00 %** |
| **Total** | 20 | **100 %** |

**8.1.6.2.Analysis and Discussion of Findings:**

From the table, we observe that 100% of the teachers believe that poor administrative management leads to a failure to utilize the resources provided by the state in educational institutions effectively.

**8.1.6.3.Conclusion:**

It can be said that good administrative management is highly important in all fields, especially in school sports. Successful administrative management helps us utilize material and human resources effectively, thereby achieving the desired goals.

**8.1.7.** Poor Administrative Management as a Factor in the Failure of School Sports in Educational Institutions

**8.1.7.1.Purpose of the Question:**
To understand teachers' perceptions of the importance of administrative management in school sports.

**8.1.7.2.Analysis and Discussion of Findings:**
Based on the results obtained from the table, we observe that 100% of physical education teachers believe that poor administrative management in any educational institution is among the factors leading to the failure of school sports.

**8.1.7.3.Conclusion:**
From all the data above, it can be said that poor management leads to the failure of school sports. Therefore, successful administrative management should be available in all educational institutions to develop school sports in particular and sports in general.

**8.2.** The Role of Material Resources in Improving the Performance of School Sports Results.

**8.2.1.** Incentives Received Upon Team Victories in Sports Competitions

**8.2.1.1.Purpose of the Question**: Determine the extent to which the Provincial Sports League encourages successful teams.

**Table 07:** The incentives provided to winning teams by the Provincial Sports League.

| options | participants | percentages |
|---|---|---|
| **yes** | **05** | **25 %** |
| **No** | **15** | **75 %** |
| **Total** | 20 | **100 %** |

**8.2.1.2.Analysis and Discussion of Findings:**
From the analysis of the results in Table 01, we observe that only 25% of the teachers receive incentives from the provincial school sports association, whereas 75% of the physical education teachers do not receive any incentives from the concerned association.

**8.2.1.3.Conclusion:**
From the above, we conclude that the incentives are not granted to the majority of teachers by the provincial school sports association. This is because these incentives are provided to the institutions to which the teams belong.

**8.2.2.** Adequate Financial Resources Provided by the State to Develop This Sport

**8.2.2.1.Purpose of the Question:**
To understand the extent of financial contributions provided by the state.

**Table 08:** Reasons for the shortcomings and failures of school sports.

| options | participants | percentages |
|---|---|---|
| **yes** | **00** | **00 %** |
| **No** | **20** | **100 %** |
| **Total** | 20 | **100 %** |

**8.2.2.2.Analysis and Discussion of Findings:**

From the analysis of the results of question 02, we observe that some teachers believe the financial resources provided by the state are insufficient, and there needs to be an increase in these resources to develop school sports. However, other teachers believe that the state is currently equipping all facilities and structures in educational institutions and providing everything necessary to develop school sports.

**8.2.2.3.Conclusion:**

From the above, we conclude that the state is providing resources that help in the development of school sports, but in some cases, these resources are insufficient. This is as stated in the Official Gazette 76/35 concerning the organization and development of the national physical education and sports system, where the share of sports facilities and structures was minimal or sometimes non-existent at the national level.

**8.2.3.** Shortcomings in School Sports Extend Beyond Lack of Financial Resources

**8.2.3.1.Purpose of the Question:**

To understand the reasons leading to the shortcomings and failures in school sports.

**Table 09:** Shows what educational institutions have in terms of structures and facilities.

| options | participants | percentages |
|---|---|---|
| **yes** | **13** | **65 %** |
| **No** | **07** | **35 %** |
| **Total** | 20 | **100 %** |

**8.2.3.2.Analysis and Discussion of findings:**

From the analysis of the results in Table 03, we see that 65% of the teachers have access to facilities and playgrounds for their activities, whereas 35% of the teachers do not have such facilities and instead conduct multiple activities on a single playground.

**8.2.3.3.Conclusion:**

Based on the above, we conclude that most educational institutions place great importance on providing facilities and playgrounds. These institutions typically have a variety of playgrounds and halls equipped with modern equipment for sports activities.

**8.2.4.** Administrative Support Includes Provision of Facilities and Playgrounds

**8.2.4.1.Purpose of the question:**

To determine the extent of facilities and sports structures available in educational institutions.

**Table 10:**This table shows the adequacy and suitability of the facilities available in the institutions.

| options | participants | percentages |
|---|---|---|
| **Adequate and suitable** | **10** | **50 %** |
| **Inadequate and unsuitable** | **10** | **50 %** |
| **Total** | 20 | **100 %** |

**8.2.4.2.Discussion and Analysis of findings:**

From the analysis of the obtained results, we observe that 50% of physical education teachers believe that the available facilities are adequate and suitable compared to the sports practiced in their institution. However, the other 50% of teachers have the opposite view, considering the available facilities to be entirely inadequate. Most of these facilities require maintenance and renovation, which is attributed to the lack of attention from the relevant authorities in this field.

**8.2.4.3.Conclusion:**

Based on the above, we conclude that some institutions have reasonably adequate facilities that support sports activities, where these facilities are generally suitable and sufficient. On the other hand, some institutions have limited and unsuitable facilities that require maintenance.

**8.2.5.** Positive Evaluation of Available Facilities

**8.2.5.1.Purpose of the question:**

To understand the adequacy and suitability of the existing facilities in educational institutions.

**Table 11:** Shows the level of support provided by the institution's administration to the teams representing it.

| options | participants | percentages |
|---|---|---|
| **yes** | **12** | **60 %** |
| **No** | **08** | **40 %** |
| **Total** | 20 | **100 %** |

**8.2.5.2.Analysis and Discussion of Results:**

From the table, we observe that 60% of the teachers benefit from the facilities provided by their institution's administration when representing it in sports competitions. However, 40% of the physical education teachers do not benefit from these incentives and facilities. This is because some institutions do not participate in school sports competitions.

**8.2.5.3.Conclusion:**

Based on the above, it can be said that most educational institutions offer financial and moral support to the teams representing them in sports competitions. This support aims to boost morale and encourage maximum effort in promoting school sports. This is evident in the sports administration practices of Ibrahim Emad Mufti, which emphasize the principle of material incentives and rewards that, in turn, motivate employees to perform their activities efficiently by providing immediate rewards after completing their tasks.

**8.2.6.** Affirmative Response to Additional Resources for Sports Activities

**8.2.6.1.Purpose of the question:**

To determine the extent of support provided by the institution's administration to the teams representing it.

**Table 12:** Shows the extent to which the available resources align with the goals.

| options | participants | percentages |
|---|---|---|
| **align** | **12** | **60 %** |
| **do not align** | **08** | **40 %** |
| **Total** | 20 | **100 %** |

**8.2.6.2.Analysis and Discussion of findings:**

From the table and after analyzing the results, we notice that 60% of physical education teachers believe that the available resources help them perform their duties and align with the goals they set. However, 40% of the teachers believe that the resources they have do not align with the set goals.

**8.2.6.3.Conclusion:**

We see that the resources available in most educational institutions, compared to the goals they set, are reasonably adequate. They align with the desired goals, and this alignment can be attributed to the institutions having highly competent staff.

**8.2.7.** Affirmative Response to Financial Resources Compared to Desired Goals

**8.2.7.1.Purpose of the question:**

To determine the extent to which the institution's financial resources align with its goals

**8.3.** Contribution of Organization to Good Administrative Management of School Sports

**8.3.1.** Participation in School Sports Competitions

**8.3.1.1.Purpose of the question:**

To identify the educational institutions that have participated in school sports competitions.

**Table 13:** Shows the educational institutions that participated in the sports competitions.

| options | participants | percentages |
|---|---|---|
| **yes** | **15** | **75 %** |
| **No** | **05** | **25 %** |
| **Total** | 20 | **100 %** |

**8.3.1.2.Analysis and Discussion of findings:**

From the table and after analysing the results, we find that 75% of the teachers participated in school sports competitions, while 25% of physical education teachers did not participate. This is due to the presence of several newly established institutions.

**8.3.1.3.Conclusion:**

Based on the above, we conclude that school sports competitions have received significant attention, evidenced by the high participation from educational institutions. We note that participation is generally lower among newly established institutions.

**8.3.2.** The organization of these competitions in terms of:

- Accommodation.
- Sports facilities.
- Meals.
- Competition timing.
- Safety and security measures.

**Purpose of the question:**
To understand the prevailing organization during sports competitions.

**8.3.2.1.Accommodation:**
**Table 14:** Shows the understanding of the prevailing organization regarding accommodations.

| options | participants | percentages |
|---|---|---|
| **good** | **00** | **00 %** |
| **bad** | **10** | **67 %** |
| **It depends** | 05 | **33 %** |
| **Total** | **15** | **100 %** |

**8.3.2.1.1. Analysis and Discussion of findings:**
From the results obtained in the table, it is observable that 67% of physical education teachers believe that accommodations are poor and do not meet the necessary conditions. On the other hand, 33% of teachers find that accommodations hosting participating athletes in sports competitions vary between good and poor.

**8.3.2.1.2. Conclusion:**
We conclude that the organization within accommodations depends on the type and nature of the competitions. National-level competitions tend to have better accommodations, whereas regional or local competitions often have poor accommodations. This reflects a lack of care and importance given to these types of competitions.

**8.3.2.2.The organization in terms of sports facilities**
**8.3.2.2.1. Purpose of the question:**
To understand the prevailing organization within sports facilities.

**Table 15:** Shows the prevailing organization within sports facilities.

| options | participants | percentages |
|---|---|---|
| **Adequate** | **08** | **54 %** |
| **Inadequate** | **07** | **46 %** |
| **Total** | **15** | **100 %** |

**8.3.2.2.2. Analysis and Discussion of Results:**
Through the results shown in the table, we notice that 54% of physical education teachers believe that the sports facilities are suitable for conducting scheduled activities, while 46% of teachers find that the sports facilities where competitions are held are not suitable.

**8.3.2.2.3. Conclusion:**

Based on our analysis, the difference in teachers' opinions on sports facilities depends on the location where the competitions are held. Facilities under the Ministry of Youth and Sports, where some school sports competitions are held, are generally in good condition. However, sports facilities under educational institutions are often not suitable.

**8.3.2.3.The organization in terms of meals**

**Table 16:** Indicates the type of meals

| options | participants | percentages |
|---|---|---|
| balanced | 08 | 54 % |
| unbalanced | 07 | 46 % |
| Total | 15 | 100 % |

**8.3.2.3.1. Analysis and Discussion of Results:**

Through analyzing the results obtained from Table 04, we observe that 54% of physical education teachers believe that the meals provided to athletes and their accompanying personnel are balanced and suitable for the scheduled activities and competitions. On the other hand, 46% of teachers feel that the meals provided do not correspond well with the type of sports being practiced.

**8.3.2.3.2. Conclusion:**

Based on the above, we conclude that in national competitions, there is a focus on providing meals that align with the type of sports being practiced. However, in local competitions, meals provided often do not match the sports being practiced.

**8.3.2.4.In terms of competition timing**

**Table 17:** Shows the timing of competitions.

| options | participants | percentages |
|---|---|---|
| suitable | 10 | 67 % |
| Not suitable | 05 | 33 % |
| Total | 15 | 100 % |

**8.3.2.4.1. Analysis and Discussion of Results:**

Upon analyzing the results obtained from Table 05, we observe that 67% of physical education teachers find that the timing of sports competitions is suitable and well-defined, while 33% of teachers consider the timing of sports competitions to be completely unsuitable.

**8.3.2.4.2. Conclusion:**

Based on the above analysis, we conclude that the timing of sports competitions is generally appropriate. This is supported by theoretical insights from the book "Theories and Methods of Physical Education" by Mohamed Awad Besyouni and Faisal Yassin Al-Shatiti, where it is stated that indoor activities should not conflict with the established school schedule. They can be conducted during free periods, before morning classes, and during midday breaks.

**8.3.2.5. In terms of security and safety**

**Table 18:** Indicates the availability and adequacy of security and safety measures.

| options | participants | percentages |
|---|---|---|
| available | 05 | 33 % |
| unavailable | 10 | 67 % |
| Total | 15 | 100 % |

**8.3.2.5.1. Analysis and Discussion of findings:**

Upon analysing the results from the table, it is evident that only 33% of teachers believe that security and safety measures are available in educational institutions that host school competitions. Conversely, 67% of teachers feel that these institutions lack adequate security and safety measures, attributing this to a lack of attention from responsible authorities.

**8.3.2.5.2. Conclusion:**

Based on the above analysis, we conclude that the element of security and safety has not received significant attention from the relevant authorities. This is particularly noticeable in institutions hosting school competitions. This disparity can be attributed to the nature of the competition; national competitions typically prioritize security and participant safety, whereas local and regional competitions often do not.

**8.3.3.** Independence in Selecting Participating Athletes in Sports Competitions

**8.3.3.1.Purpose of the question:**

To ascertain the teachers' freedom in carrying out their responsibilities related to school sports.

**Table 19:** Illustrates the level of independence teachers have in selecting participating athletes.

| options | participants | percentages |
|---|---|---|
| Yes | 10 | 67 % |
| No | 05 | 33 % |
| Total | 15 | 100 % |

**8.3.3.2.Analysis and Discussion of findings:**

Upon analyzing the results from table number 07, it is observed that 67% of physical education teachers are granted full autonomy by the management of their institutions to carry out their duties. Conversely, the remaining 33% of teachers do not enjoy independence in selecting participating athletes in competitions. This is attributed to the involvement of other bodies that intervene in the teachers' tasks, thereby impacting their performance.

**8.3.3.3.Conclusion:**

Based on the above analysis, we conclude that the majority of institutions provide physical education teachers with full autonomy in performing their duties related to school sports. This autonomy leads to achieving better results at both national and local levels, thereby enhancing the quality of school sports.

**8.3.4.** Connections with the Provincial Association for School Sports

**8.3.4.1.Purpose of the question:**

To understand the existing relationship between physical education teachers and the provincial association for school sports.

**Table 20:** Indicates whether there are connections between teachers and the provincial association for school sports.

| options | participants | percentages |
|---|---|---|
| Yes | 10 | 67 % |
| No | 05 | 33 % |
| Total | 15 | 100 % |

**8.3.4.2.Analysis and Discussion of findings:**

Upon analyzing the results from table number 08, it is observed that 67% of physical education teachers have connections with the provincial association for school sports. This confirms a strong commitment from both parties to communicate effectively in order to integrate the required tasks from each side. On the other hand, 33% of teachers do not have any connections with the provincial association for school sports.

**8.3.4.3.Conclusion:**

Based on the above analysis, we conclude that the school association has left room open for physical education teachers in educational institutions to facilitate communication between both parties. This is evident in the significant percentage of teachers who have established connections with the school sports association.

**8.3.5.** Opinion on the Current Organization of School Sports Competitions

**8.3.5.1.Purpose of the question:**

To understand the teachers' impressions regarding the organization of school sports competitions.

**8.3.5.2.Analysis and Discussion of findings:**

Through analyzing the results of question 05, we find that most teachers believe that the organization of school sports is below average and has deficiencies. Some perceive the current organization of sports competitions as chaotic and poorly structured. This is attributed to some administrative bodies and supervisory authorities not being specialized in physical education. Some teachers suggest that the organization of school sports competitions could improve if suitable conditions are provided.

**8.3.5.3.Conclusion:**

From the above analysis, it can be concluded that the organization of school sports has not received significant attention, varying significantly from one institution to another, and often being perceived as below average, chaotic, and poorly structured due to the lack of specialized expertise among supervisory bodies.

**8.3.6.** Organizational Plan for Developing School Sports

**8.3.6.1.Purpose of the question:**

To determine the extent to which educational institutions use organizational plans to enhance school sports.

**Table 21:** Indicates the use of organizational plans by educational institution management to develop school sports.

| options | participants | percentages |
|---|---|---|
| Yes | 03 | 15 % |
| No | 17 | 85 % |
| Total | 20 | 100 % |

**8.3.6.2.Analysis and Discussion of findings:**

By analyzing the results of Table 11, we observe that 85% of physical education teachers believe that their institution's management does not follow any organizational plan for school sports. Conversely, 15% of teachers see things differently, believing that their institutions do attempt to implement organizational plans to achieve good results and contribute to the development of school sports.

**8.3.6.3.Conclusion:**

Given the significant importance of organization and planning in all fields, most educational institutions have not given these elements their due attention. The majority of these institutions do not rely on organizational plans in their administrative processes, leading to a deficit in school sports.

**8.3.7.** Positive Perspectives on the Role of Organization in Developing School Sports

**8.3.7.1.Purpose of the question:**

To understand teachers' opinions on the role of organization in developing school sports.

**8.3.7.2.Analysis and Discussion of findings:**

After analyzing the results of question 10, we see that all physical education teachers believe that organization plays a significant role in developing school sports. This is because this crucial element is the foundation for the success of these school competitions.

**8.3.7.3.Conclusion:**

Good organization is one of the factors that contribute to the success of administrative processes. We see that if good, meticulous organization prevails in sports competitions, better results will be achieved than previously, thereby directly contributing to the development of school sports.

**8.4.General Conclusion:**

Upon examining the results of the questionnaire given to physical education teachers to understand the administrative management of school sports, which we divided into three sections—administrative management, material resources, and organization, each containing several questions—we found:

In the first section, we tried to highlight the negative role of administrative management on school sports. We found that the management system used by some educational institutions is chaotic and does not align with the desired goals. Most institutions lack proper supervision, and administration does not pay attention to the teams representing them in competitions. Most educational institutions need specialized management frameworks. In the end, we found that poor administrative management leads to the underutilization of available resources.

In the second section, we aimed to show the role that material resources play in improving school sports. We concluded that most educational institutions pay significant attention to the teams representing them

in school competitions. They have reasonably good sports facilities and infrastructures, although some need maintenance. However, they suffer from a lack of encouragement and support from specialized bodies. Material resources are among the key factors contributing to the development of school sports, according to teachers' impressions.

In the third section, we aimed to show the contribution of organization to the administrative management of school sports. We found that the organization of sports competitions is mostly below average due to the type of competition. Most educational institutions do not follow organizational plans, which is due to the lack of interest from the supervising bodies. We concluded that organization is one of the factors that contribute to the development of school sports.

## 9. General Summary:

From examining the questionnaire results given to physical education teachers, we reached some truths aligned with our hypotheses. We found that poor administrative management significantly contributes to the underutilization of material and human resources, leading to a decline in school sports. This confirms the general hypothesis that administrative management negatively affects school sports. We also found that the availability of material resources significantly contributes to achieving good results, confirming our first partial hypothesis about the role of material resources in improving school sports. Additionally, we established the importance of organization in successful administrative management. We found that the level of organization in sports competitions is mostly average, affecting the achievement of desired results, thus confirming our second partial hypothesis regarding the importance of organization in administrative management of school sports.

## 10. Recommendations for further research:

Based on our modest research and the importance of school sports in contributing to the goals of the educational system, we propose the following suggestions and recommendations:

- ✓ Utilize all human and material resources to improve administrative management of school sports.
- ✓ Support school sports by increasing sources of funding and support.
- ✓ Reconsider the organizational structure of the Algerian School Sports Association.
- ✓ Review graduates in the field of sports administrative management.
- ✓ Schedule scientific and international seminars and conferences on administrative management in school sports.
- ✓ Sensitize school principals and physical education teachers about the significant importance of school sports and encourage them to exert more efforts.
- ✓ Improve inspection services by organizing and managing school sports activities across all educational stages.
- ✓ Renew sports equipment and maintain facilities and infrastructures.
- ✓ Coordinate between the Ministry of Education and the Ministry of Youth and Sports.
- ✓ Use financial grants and aids allocated for sports activities.
- ✓ Create positions for supervising school sports.

## 11. Conclusion:

Sports activities in schools are considered a fundamental aspect of our educational system, contributing tangibly to achieving its goals. Everyone involved should give them the necessary attention and work to revitalize them at all educational stages. Achieving this requires reevaluating school sports in general and administrative management in particular. Without precise and thorough management, the work of bodies

involved in school sports becomes chaotic, threatening its existence and affecting the desired outcomes. Proper management, focused on its intended goals, based on well-planned policies and decisions, and utilizing material and human resources effectively, can elevate school sports to the highest levels, achieving its goals and objectives. From the stages we covered in our research, it became clear that school sports competitions in Algeria differ in terms of administrative management and organization, depending on the level and type of competition. This variation indicates that the current state of administrative management is not well-regulated.

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## 13. Appendices

### 13.1. Questionnaire for Teachers

**section 1: Administrative Management and Its Impact on School Sports**

1. Does the institution's administration grant you full freedom in managing the team that represents it?
   - Yes
   - No
2. What is your opinion on the current management system compared to the results obtained?
   - Good
   - Acceptable
   - Random
3. Do you consider that the administrative path followed in school sports aligns with the desired goals of the educational system?
   - Yes
   - No
4. What is your opinion on the cadres responsible for managing school sports?
   - Qualified
   - Not qualified
5. Don't you think that trainers should be qualified to carry out the administrative management of school sports to improve its outcomes?
   - -
6. Do you think that the poor utilization of available resources is due to poor administrative management?
   - Yes
   - No
7. Do you think that poor administrative management is one of the factors contributing to the failure of school sports in any educational institution?
   - Yes
   - No

**Section 2: Role of Financial Resources in Improving School Sports Performance**

1. Do you receive incentives when your teams win in sports competitions?
   - Yes
   - No
2. What is your opinion on the financial resources currently provided by the state to develop this sport?
   - -
3. Do you think that the shortcomings in school sports are only due to the lack of financial resources?
   - Yes
   - No
4. Does the administration provide you with the facilities and playgrounds to carry out your activities?
   - Yes
   - No
5. What do you think about the available facilities?
   - Adequate
   - Inadequate and unsuitable
6. Does the administration provide you with additional resources when you conduct sports activities?

- Yes
- No

7. What is your opinion on the financial resources available to your institution compared to your desired goals?
   - -

**Section 3: Contribution of Organization in Developing School Sports**

1. Have you ever participated in school sports competitions?
   - Yes
   - No
2. How do you view the organization of these sports competitions in terms of:
   - Accommodation
   - Meals
   - Timing of competitions
   - Safety and security measures
3. Do you have independence in selecting the participating athletes in sports competitions?
   - Yes
   - No
4. Are there connections between you and the provincial association for school sports?
   - Yes
   - No
5. What is your opinion on the current organization of school sports competitions?
   -
6. Does the institution's management follow an organizational plan to develop school sports?
   - Yes
   - No
7. What do you think about the role of organization in developing school sports?