The Legal Status of School Sports in Algeria

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Date of submission: 25/11/2024 - Date of acceptance: 21/12/2024 - Date of publication: 28/12/2024

Abstract: School sports have become a point of focus for all countries, especially Algeria, which has issued legislative texts aimed at organizing the general development of sports, particularly school sports. The importance of school sports is evident through its active role in achieving various goals for students, such as enhancing physical, mental, social, and psychological skills that align with their growth, helping them adapt to social life with ease. This study also aims to strengthen the connections between a large number of students and raise awareness about the risks of social and psychological disorders that could lead a student to become introverted. To achieve these goals, the study provides recommendations and guidance to educational institutions to encourage sports activities and instill them in students' lives in a proper and healthy manner.

Keywords: school sports, extracurricular activities, cultural and sports association, social functions.

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Introduction:

The practice of physical and sports activities has become a prominent part of individuals' lives in various societies, due to the diverse benefits they offer, which include social, physical, and psychological aspects. Physically, physical activity contributes to activating and strengthening muscles, while psychologically, it enhances balance and mental harmony. Socially, it creates opportunities for interaction among individuals and strengthens the bonds and intimate relationships between family members and friends, helping individuals gradually integrate into society.

From an educational perspective, physical activity plays an important role in reducing aggressive behaviors and negative emotional reactions in individuals, while simultaneously enhancing their mental and emotional capacities, making them naturally more social. This educational role is especially significant during childhood, which is considered one of the most complex and sensitive stages of life[1].

Physical education, or sports education, is considered one of the core subjects taught in educational institutions. It holds the same importance as other subjects outlined in educational curricula and is a mandatory subject by law at all educational levels. This significance makes sports an integral part of the educational system in many countries around the world, where it is practiced within a clear and defined legal and regulatory framework[2], Some view sports as a school for shaping students' personalities by instilling positive values and ethical principles associated with its activities. This is achieved by adapting and handling sports activities in a way that transforms them from merely a physical activity into an effective educational tool[3].

In modern times, sports and physical activities have gained significant importance both locally and globally, being classified as a social phenomenon worthy of research and study. Their prominence has been highlighted through the establishment of specialized bodies, institutions, and associations aimed at enhancing the role of sports in individuals' lives and developing active forces within communities, thus adding a distinctive social dimension to people's lives[4].

Sports in educational and training institutions are known as school sports, which serve as the primary driver for assessing progress in the sports field. It is considered one of the main pillars of the sports movement, with a constant focus on guiding students in various institutions, especially schools. These institutions work intensively to establish strategies and initial steps

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[1] - Noyajim Ali, Harane Fouad, and Kskes Safian, *The Impact of Physical Education and Sports Classes on Social Interaction: A Field Study in Schools in the City of Djelfa*, Bachelor's Thesis at the Institute of Sciences and Techniques of Physical and Sports Activities, Ziane Achour University, Djelfa, 2017, p45.

[2] - Manadi Seif Eddine and Saadi Fouad, The Reality of Physical Education and Sports Practice in Schools: The Case of High School. Final Thesis for the attainment of two Master's degrees in Ethics and Physical and Sports Activities Sciences, Faculty of Human and Social Sciences, A. Mira University of Béjaïa, (2016-2017), Page 01.

[3] - Boukhalfa Abdelkader, *Motor Violence and Aggressive Behaviors in the School Sports Field: An Analytical Study of the Internal Logic Dimensions of Sports Activities from the Perspective of Motor Behavior Science*, *Journal of Human and Social Sciences*, Issue 26, September 2016, pp. 213-327.

[4] - Al-Khouli Amin Anwar, *Sports and Society*, National Council for Culture, Arts, and Letters, Kuwait, pp. 29-30.

aimed at developing children to become prominent athletes and active members of society in the future, thereby contributing to the formation of national school teams and representing the country in international and continental forums[5].

The study problem revolves around the question: Did the Algerian legislator succeed in establishing legal frameworks for school sports? And does school sports contribute sufficiently to the development of social interaction values among students, or does achieving this goal require joint coordination with sports associations?

I.TITLE 1: Educational Aspects of Sports Activities and Their Legal and Social Dimensions.

Physical education and sports is one of the important educational subjects in educational institutions, characterized by its own programs, objectives, and methods that differ from other subjects. These physical educational activities are overseen by specialized teachers and professors who work to implement the established programs with the goal of positively influencing students' socialization. School sports play a central role in enhancing the social aspect of students by instilling social interaction mechanisms, such as cooperation and competition techniques[6].

First Subtitle: The Legal Framework for School Sports:

School sports are considered a part of the educational policy in our country. They aim to achieve successes related to the health and well-being of students, as well as contributing to the enhancement of physical and mental balance and the development of self-confidence among adolescents[7],In this context, the Algerian legislator established a series of laws related to sports in educational institutions. One of the most prominent of these laws is Law No. 09/30, which pertains to physical education and sports. Article 02 of this law stipulates the necessity of teaching sports in educational institutions, whether public or private, in vocational training centers, correctional facilities, and also in universities and higher education institutes, both public and private.

Law No. 04/10 sets out a series of fundamental conditions that ensure the organizational and executive framework for physical education. Articles 06 to 15 of this law focus on the necessity of making physical education and sports teaching a core and mandatory part of all stages of national education, including educational institutions. The importance of this law lies in raising sports awareness and developing students through curricula that include games and sports activities. It also defines how these activities should be practiced and promoted among students. Additionally, the law organizes sports competitions that encourage cooperation and

[5]- Janaïhi Fatima Feryal, *Sports Policy in Algeria: A Case Study of School Sports (2000-2013)*, Master's Thesis at the Faculty of Law and Political Science, Mohamed Khider University, Biskra, 2014, p. 56.
[6] - Ben Shin Ahmed, *Physical Education and Sports and Its Importance in Socialization*, *Journal of Human and Social Sciences*, Issue 24, June 2016, pp. 195-203.
[7] - Roland Debbasch, *Intervention Based on Discourse Elements Transmitted by a Similar Cabinet on the Development of School Sports*, Lyon Academy, April 12, 2011, p. 6.

participation among students from various schools, aiming to achieve common goals such as belonging, loyalty, and promoting sportsmanship[8].

As for school sports, it is based on the legal foundation provided by the law issued on July 16, 1984, amended with the aim of promoting and developing sports and physical activities, as stated in Article 09. This article stipulates that sports associations must be established in all secondary schools, in addition to encouraging local authorities and the state to create sports associations in primary schools. School sports benefit from financial support from the state and local authorities, which can also contribute to the development of these associations. These associations operate in accordance with mandatory legal provisions outlined by the Council of State decree[9].

Based on the above, educational institutions are considered the second family for the child, as they play a vital role in instilling good behavior in students, which contributes to their development into well-adjusted individuals with noble principles and morals. These institutions guide and direct students in a proper manner, helping to reduce conflicts and disputes both inside and outside the school. Among the educational programs that effectively contribute to the development of student behavior, school sports stand out as a means to enhance social and educational values.

School sports have been defined by many scholars as a set of physical activities practiced within educational institutions. It is also seen as a means of developing learners' abilities and refining their athletic skills. Furthermore, school sports are considered all activities that require physical or mental effort from children. They are an effective tool for forming and educating the youth, offering opportunities for social interaction, integration, and the exchange of experiences. They also contribute to learning and instilling healthy habits, which enhances the psychological and emotional balance of children, keeping them away from behavioral deviations. Therefore, school sports are beneficial in improving academic achievement and enhancing children's ability to become good citizens for themselves, their families, and their communities. Educational sports activities serve as the main catalyst for developing students' personalities by creating programs aimed at rehabilitation and reshaping their behaviors through proper practice.

The sports activities integrated into the curriculum are one of the effective means to achieve the main objective of this curriculum, which includes a series of school sports lessons that provide students with the opportunity to choose activities that match their abilities, capacities, and personal preferences. The efforts made to develop sports activities in various fields confirm that school sports are the foundation for building the sports movement and practicing it correctly. They also contribute to developing talents from one educational stage to another. This development is further reinforced through school tournaments where schools participate in sports competitions. These tournaments serve as a means of discovering talents

[8] - Samir Abdel Qader's speech, "The Role of Education in Developing Sports Awareness Among Fans," Center for Studies and Research, Naif Arab University for Security Sciences, 2004, p. 13.

[9] -Michel Le Blanc, *School Sports in Primary and Secondary Education*, Report to the Minister of National Education after the National Consultation on School Sports, May 20, 2001, p. 1.

that may evolve into sports stars, as is the case in sports-advanced countries, where sports talents are identified and developed within schools[10].

Thus, school sports are considered a set of pedagogical processes and methods that encompass practical, medical, health, and sports aspects, aiming to enhance the body's health, strength, agility, and achieve physical balance. School sports are an integral part of the comprehensive educational process, aiming to achieve the holistic and balanced growth of the student. Sports no longer focus solely on strengthening the body, as was the case in the past; they have evolved in parallel with the development of education and have become connected to various scientific fields such as biological sciences, physiology, and medicine. These fields, along with scientific research, have confirmed that physical education focuses on the individual from all aspects: physical, psychological, mental, social, and cultural.

Therefore, educational institutions must make significant efforts, in collaboration with other organizations and institutions, to enhance students' experiences in physical education and develop their competencies and personal skills. These institutions also strive to involve students in sports activities in general, whether through programs that include internal activities between classes or external activities between different schools. These programs help highlight the individual differences among students, as it is natural for the competencies and levels of athletic performance to vary from one student to another[11].

Second Subtitle: The Social Functions of School Sports:

School sports play an important social role in students' lives, especially in helping them cope with stressful situations and enhance their social relationships. It provides an environment that helps students overcome isolation and engage with their peers, contributing to improving the nature of social interaction among them. Efforts by scholars in the field of sociology have highlighted the importance of modifying the nature of social relationships within human societies and defining the characteristics of social organization. Sports contribute to achieving this goal by providing a framework of dynamism and interaction among individuals in their daily and social lives[12].

Some believe that physical education is a set of interactive activities with a competitive and promotional nature, practiced by an individual as part of society. It is a social activity linked to motives and human interactions. Sports activities are considered a social phenomenon, much like other activities that humans engage in through interaction with their environment, and one of its most important functions is its educational role.

[10] -Jenaïhi Fatima Ferial, *Sports Policy in Algeria: A Case Study of School Sports (2000-2013)*, Master's Thesis, Faculty of Law and Political Science, Mohamed Khider University, Biskra, 2014, pp. 56-59.

[11] - Bouasker Mourad and Mezari Abdelkader, *The Role of School Sports in Talent Selection and Guidance: A Field Study in Schools of the Ain Defla Province*, Master's Thesis, Institute of Physical and Sports Activities Sciences and Techniques, Djilali Bounaama University, Algeria (Khemis Miliana), 2015, pp. 27-28.

[12] - Falah Adnan Zahraa, *Student Interaction at the College of Sports Sciences and Physical Education in Iraq*, College of Education for Girls, Al-Qadisiyah University, Iraq, 2018, pp. 08-11.

The essence of general education is to prepare a good citizen in all aspects, and physical and sports education is an integral part of this framework. Both aim to achieve a common goal, which is the social and psychological development of the individual, as well as enhancing his physical fitness.

Physical and sports activities are most effective in practice, especially in social institutions like schools, which are educational and teaching institutions that work diligently to teach physical education. These activities contribute to the holistic and balanced development of students, reflecting the significant role that sports play in developing students at various levels[13].

This is confirmed by the Swiss law issued in Lausanne, No. 01.415/2012, related to physical education and sports. Article 01, in its paragraphs 01 and 02, states that the aim of this law is to encourage physical education and sports and to promote their practice at all levels, while respecting ethical values and strengthening the principles of sustainable development. It also aims to achieve the balanced development of children and youth, maintaining their health, and promoting social integration and cohesion.

Since schools contribute in general to the development of the learner's personality on physical, mental, psychological, and social levels, with the goal of preparing them for integration into society, they have attracted the attention of sociologists. The school is considered a system of educational social interaction, involving diverse interactions between students and their teachers, both inside and outside the classroom, through various educational processes, whether academic or extracurricular.

Social interaction within educational institutions is considered a manifestation of social learning, with researchers agreeing that a student's success or failure in school is primarily linked to how the teacher interacts with the students and the extent of their engagement with them. Education is considered the foundation of any social or educational life, known as classroom interaction[14].

Classroom interaction is defined as the set of communicative relationships between the teacher and their students. It includes both verbal and non-verbal forms of communication, in addition to the communicative tools used within a specific time and place. The purpose of this interaction is to exchange experiences, knowledge, and practices, or to transmit them, while influencing the behavior of the recipient. It also refers to the set of behaviors and actions that result from communication between the teacher and the student in a particular situation,

[13] - Bekhous Ahmed Wahid and Ghodban Abdelmalek, A Study on the Attention to Some Aspects of Physical Education and Sports and Their Impact on Social Interaction Among Secondary School Students (Ages 15 to 17) - A Field Study at Omarani Mohamed Taher Secondary School in Souk Ahras, Master's Thesis at the Institute of Sciences and Techniques of Physical Activities and Sports, University of Arab Ben Mehidi, Souk Ahras, Um El Bouaghi, 2017, pp. 36-37.

[14] - Sunny Ibrahim, Family Factors and Their Relationship to Verbal Classroom Interaction Between Teacher and Student in the Arabic Language Subject: A Field Study on a Sample of Fourth-Year Middle School Students in the Fifth Inspection District of Djelfa Province, Master's Thesis at the Faculty of Humanities and Social Sciences, Mohamed Khider University, Saida, 2015, p. 09.

achieving a balance between meeting their needs and achieving the desired educational objectives[15].

Classroom interaction is a crucial element in the learning process, which is why it occupies a prominent position in educational studies and research. The interaction process is based on the relationship between teachers and students or among the students themselves, making it akin to a psychological and educational contract. This contract is reflected in the communication methods and their objectives, which aim to improve the quality of educational outcomes. To achieve this, each party, whether the teacher or the student, must fulfill their duties and adhere to their responsibilities in an environment characterized by a spirit of cooperation and mutual responsibility[16].

Improving classroom activity means utilizing all available resources to enhance self-learning within the classroom and minimizing negative behaviors that may hinder the learning process or prevent students from engaging in various activities. The main goal of classroom management is to use all resources to improve the classroom learning experience while reducing aggressive behaviors that act as barriers to achieving educational objectives.

The role of the teacher today is no longer limited to simply delivering information; it now includes focusing on multiple aspects to achieve a sense of group belonging among students and strengthen school discipline, ensuring a suitable educational environment. By adhering to school rules and establishing discipline, the teacher helps create the optimal atmosphere that supports the achievement of the desired educational goals[17].

Classroom interaction behavior is considered a fundamental means for enabling students to acquire knowledge and learn how to produce it, in addition to stimulating motivation and creating a suitable emotional climate. Based on this, some psychologists, such as Maslow and Rogers, have called for adopting the humanistic approach, which aims to create an educational, guidance, and management environment dominated by human relationships. This climate contributes to achieving educational goals and fulfilling students' needs. Rogers introduced the concept of the 'helping relationship' in the educational field, where he likened the teacher's role to that of a psychotherapist, emphasizing that the teacher facilitates the student's self-directed learning by establishing a communicative relationship based on self-esteem and the ability to manage oneself[18].

TITLE 2 : Cultural and Sports Activities in Algerian Schools.

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[15] -Mustafa Al-Harbaoui Khawla, Classroom Interaction of Mathematics Teachers in Primary Education and Its Impact on the Acquisition of Numerical Sense Skills by Their Students, *Journal of Education and Science*, Volume 18, Issue 2/2011, p. 273.

[16] - Jajaa Omar, Enrichment Cycle in Facilitating Classroom Interaction Mechanisms: A Psychopedagogical Approach, *Journal of the College of Basic Education for Educational and Human Sciences*, Issue 22/2015, p. 21.

[17] -Al-Mazeen Suleiman Ismail and Sakkik Samia, Classroom Communication and Its Relationship to Discipline Issues in Secondary Schools in Gaza Governorate in Light of Some Variables, *Conference on Educational Dialogue and Communication*, Faculty of Education, Islamic University, Gaza, Palestine, 2011, p. 04.

[18] - Jaber Nasruddin, The Reality of Classroom Interaction within Algerian Schools, *Journal of the Arab Universities Union for Education and Psychology*, Volume 2, Issue 01/2004, p. 15.

The school, as both an educational and social institution, plays an important role in strengthening community cohesion, fostering a sense of belonging, and achieving unity among its members. The school is tasked with shaping individuals to become productive members of society, through programs offered by sports activities both inside and outside the school. Extracurricular school activities contribute to the development of students in various aspects, particularly in social areas, by engaging them in school cultural and sports associations, thereby creating an environment of interaction among students during these activities[19].

First Subtitle: Extracurricular School Activities:

Extracurricular school activities include all activities that students engage in outside the official study hours in classrooms. These activities are diverse, covering intellectual, psychological, physical, and social aspects, contributing to filling gaps in the academic curriculum. They represent a means to develop thinking and innovation, aligning with the interests and needs of the students. This activity is sometimes defined as the effort exerted by the student to meet their cognitive needs, working on developing their mental and physical skills, which contributes to enhancing their ability to think and developing their attitudes and values.

Extracurricular school activities are also considered any intellectual or physical efforts made by students, organized according to a plan by the supervisor or the school, with the aim of achieving specific educational objectives. These activities take place outside the official study hours, either inside or outside the school[20],Some consider this activity a type of sports activity carried out outside school hours, aimed at giving exceptional students the opportunity to improve their skills, as well as those who wish to engage in sports activities more extensively.

Extracurricular school activities can be divided into two types: internal and external. Internal activities take place within the educational institution and include activities practiced during free time, while external activities occur outside the school but remain under the supervision of the school. The aim of this type of activity is to provide students with opportunities to participate in activities of interest to them, according to plans set by teachers, whether it be competitions between departments, individual performances, or organized events.

In this context, internal sports activities are defined as the program organized by the school outside the official academic schedule. Extracurricular activities are generally optional, unlike physical education classes, which are mandatory. However, they offer students the chance to participate in one or more types of sports activities. The students' participation in this activity is considered an indicator of the program’s success, as it includes the largest number of students. Internal sports activities are considered a complement to the school program and a

[19] - Qatoucha Hana, Social Interaction within Cultural and Sports Activities in Middle School: A Field Study on a Sample of Students Enrolled in the School Cultural and Sports Association at Zaer Jalloul and Abbas Abdel Karim Ben Mohamed Al-Alia Middle Schools, Doctoral Thesis at the Faculty of Humanities and Social Sciences, Mohamed Khider University, Biskra, 2016, pp. 05-08.

[20] - Debouna Mohamed, Lahsen Aichaoui, Salman, The Role of Extracurricular Sports Activities in Developing Social Values Among Middle School Students, Master's Thesis at the Institute of Sciences and Techniques of Physical Activities and Sports, Qasedi Merbah University, Ouargla, 2014, p. 20.

right for students to engage in physical activities, especially those movements learned in physical education classes. This activity includes internal competitions organized by schools between departments and typically focuses on both team and individual sports. Internal activities serve as a precursor to external sports activities, which are considered some of the most important and fundamental school sports activities[21].

Extracurricular sports activities are considered an effective means for the development of students in various fields, as confirmed by Al-Habash, who stated that these activities play a crucial role in acquiring physical, mental, and psychological health, in addition to fostering social growth, maturity, and emotional balance, as well as developing motor, social, and cognitive skills of the participants.

Extracurricular activities are carried out under the supervision of qualified and competent educators, with the aim of reaching sports championships that are characterized by interaction and advancement[22],These activities include both group and individual activities. Among the group activities are team sports such as football, basketball, volleyball, and handball, while individual sports vary to include swimming, athletics, table tennis, tennis, and horseback riding.

The core element of most extracurricular sports activities is the development of knowledge and information among students, as knowledge requires both intellectual and physical efforts from the student. If the student understands this knowledge correctly, it enables them to acquire a variety of skills and activities. One of the most prominent of these activities is the school social activity, which aims to educate and guide the student towards productive work and participation in these activities. Educational institutions focus on providing the necessary conditions for students, such as acquiring educational materials and school tools, to support this type of activity[23].

According to Law No. 014/2018 issued in 2018 regarding the organization of physical and sports activities, sports activities are considered an essential part of achieving mental and physical balance, as well as promoting the physical, intellectual, social, and economic development of individuals. These activities also contribute to spreading core values such as education, culture, and peace within society. Sports practices encompass a wide range of physical activities aimed at acquiring knowledge, skills, and abilities, and are conducted within a defined framework according to the relevant sport's rules[24].

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[21] -Ben Toumi Ayman, The Role of Extracurricular Physical Sports Activities in Reducing Aggressive Behavior Among Adolescent Students (Ages 15 to 18) - A Field Study at High Schools in Biskra Province, Master's Thesis at the Institute of Sciences and Techniques of Physical Activities and Sports, Mohamed Khider University, Biskra, 2016, pp. 37-40.

[22] - Thabet Samir Mohammed Mustafa, The Degree of Interest of Secondary School Principals in Gaza Governorates in Extracurricular Activities from the Teachers' Perspective and Ways to Activate Them, Master's Thesis at the Faculty of Education, Islamic University, Gaza, Palestine, 2012, pp. 42-43.

[23] - Meliani Abdelkrim, The Effectiveness of School Social Activities in Improving the Performance of Educational Institutions: A Comparative Study of Middle Schools in M'sila Province, Master's Thesis at Mohamed Khider University, Biskra, 2013, pp. 86-87.

[24] - Christian Loarer and Joël Salé, *Sport Practice in Primary Schools*. Report to the Minister of National Education, May 35, 2012, page 1.

Second Subtitle: The Cultural and Sports Association in Algerian Schools:

The cultural and sports association in Algerian schools is the foundation of the national school sports movement. This association is organized and managed according to the principles of socialist management, where each educational institution is required to establish a school cultural and sports association. The association is managed by an executive office and a general assembly, with the executive office being headed by the school principal or the general supervisor of the association, according to Order No. 97-376[25].

According to Law No. 90-31 dated May 17, 1991 (corresponding to December 14, 1990), concerning general assemblies, the educational institution is considered an educational environment that should include cultural, artistic, and sports activities within a suitable framework. A cultural and sports school association should be established under the supervision of the education director, who also holds the position of president of the regional federation. These activities aim to support educational goals in cultural, scientific, and artistic fields and to work towards achieving the aspirations of the Algerian school by encouraging talents and developing the individual and collective abilities of students in various disciplines and educational stages.

The school, in its three stages (primary, intermediate, and secondary), is considered an educational environment where suitable cultural, artistic, and sports activities should be organized in line with the objectives of the education system.
The question raised in this context is: does the weakness of school sports stem from poor administrative management, disorganization, and a lack of competence among coaches and trainers? Several important findings were reached, including:

• Weak organization was the main reason for the lack of administrative management efficiency.

• The role of material resources in improving the level of school sports, which is directly linked to the absence of effective administrative management.
The research objectives were to study the reality of school sports through administrative management as a key element in organization. The importance of material resources in improving the level of school sports was emphasized. Additionally, a set of recommendations and suggestions were made to improve management and the organization of activities, as well as to provide rational support to raise the level of school sports[26].

In the context of cultural and sports activities among students, there is a cultural sports association called the *School Cultural Sports Association*, which has unlimited authority and must be based within the educational institution. This association is registered with the

[25] - Chnia Mustapha, "The Role of School Sports in Achieving Social Adaptation among Middle School Students," Master's Thesis at the Institute of Sciences and Techniques of Physical Activities and Sports, Mohamed Khider University, Biskra, 2016, p. 22.

[26] -Zahaf Mohamed and Bou Azizeh Al-Sassi, "The Regional Federation of School Sports and Its Contributions to Preparing Elite Athletes: A Field Study in the M'Sila Province," *Journal of Sports Creativity*, Mohamed Boudiaf University, Algeria (M'Sila), Issue 18, No. (D.S.N), p. 348.

Directorate of Education to achieve a set of general objectives, such as organizing awareness campaigns within the institution, as well as strengthening the relationship between the institution, the local community, and national events[27].

Moreover, the responsibility for the sports activities of the School Cultural Sports Association falls on the educational institution, whether the activities are voluntary or compulsory, with the school principal serving as the president of the general assembly.

Conclusion:

Cultural and sports activities within the framework of the School Cultural Sports Association play a significant role in the development of the student's personality. These activities contribute to expanding social relationships among members of the community, helping students adapt socially with their peers. Social interaction is also an integral part of school cultural and sports activities. To achieve this goal effectively, all efforts must be combined to meet the objectives set by the School Cultural Sports Association, especially by the teachers responsible for implementing the programs for these activities. They aim to foster the social development of students based on cooperation, tolerance, respect, and love.

In order for school sports to regain their prominence, a set of findings and recommendations is presented:

Findings:

01- The significant impact of engaging in extracurricular activities in reducing aggressive behavior. • The absence of sports media coverage in educational institutions that highlights school sports events.

02- The considerable shortage of material resources, such as equipment and sports facilities, in educational institutions.

03- The low participation of schools in school sports competitions overseen by the regional federation.

04- Physical education is considered just an additional hour in the curriculum, with the teacher carrying it out obligatorily.

Recommendations and Suggestions:

01- Appropriate evaluation tools should be provided, and a clear, professional evaluation method should be adopted, free from personal opinions or metaphorical assessments. • Interviews with teachers and supervisors should be used to identify strengths and weaknesses in school sports activities.

[27]- Bougarbi Mohamed, *Algerian School Sports in Its Educational Aspect: Between Reality and Aspiration*, Master's Thesis, Institute of Physical Education and Sports, Sidi Abdellah, University of Algiers, Algeria, 2005, p. 81.

2-The evaluation should be functional, leading to positive changes in various aspects of the educational process.

3- Organize educational courses for administrators, teachers, supervisors, and even students, to raise awareness about the educational principles underlying extracurricular sports activities.

4- Strengthen the role of the Ministry of Education in overseeing and enhancing extracurricular sports activities across all educational institutions.