



The Reality of the Physical Education and Sports Baccalaureate Exam for Free Students

واقع إمتحان باكالوريا التربية البدنية و الرياضية لفئة الأحرار

Kaddour Azzeddine ^{*1}, Tahir Yasmine ²

¹ University of biskra (Algeria), azzeddine.kaddour@univ-biskra.dz

² University of Algiers 3 (Algeria), tahiryasminemimi@gmail.com

Received: 30/08/2025

Accepted: 04/11/2025

Published: 09 /02/2026

Abstract:

This study aimed to identify the reality of the physical education and sports baccalaureate exam for free candidates in Algeria in terms of organization, preparation, and implementation, and to highlight the extent to which the exam contributes to improving the overall average of free candidates. The researchers relied on a descriptive survey methodology and a simple random sample of (750) candidates was selected from the physical education and sports baccalaureate examination center for free candidates, specifically at the Hamid Shabshab municipal stadium in the city of Rouiba. A questionnaire was used as a research tool, and the researchers concluded that the physical education and sports exam contributes to a significant increase in the overall average of free candidates, and that free candidates face difficulties in physical and organizational preparation. It was also found that there is a severe lack of educational guidance and supervision.

Keywords: Baccalaureate Physical Education and Sports Exam; Free Candidates Category.

Introduction:

In Algeria, physical education and sports are essential components of modern educational curricula because they play pivotal roles in learners' comprehensive physical, mental, psychological, and social development. The physical education and sports exam is often considered an integral part of final evaluations for educational certificates, recognizing the importance of motor skills and physical fitness. This exam is included in national exams, such as the baccalaureate, and is taken by all candidates, including free candidates.

Free candidates for the baccalaureate certificate constitute a large segment seeking to obtain this certificate outside the formal education system, often motivated by a desire to improve their overall grade point average in order to achieve their academic ambitions (Ben Ammar Fatima al-Zahra, 2018, p. 123–140).

Free candidates who choose to take the national exams without belonging to a formal educational institution during the preparation period represent a special group whose circumstances differ greatly from those of regular candidates. While regular candidates benefit from a structured physical education program and continuous supervision by specialized teachers, free candidates lack this organized framework. The burden of physical preparation falls on them individually and may be influenced by factors such as personal circumstances, awareness of the importance of physical education, and availability of space and equipment (Bendile Samira, 2018).

This reality may affect their performance on the test and raise questions about their ability to achieve desired results that would actually raise their grades in the subject (Hadji Mohammed Al-Arabi, 2020, p. 55–70).

Despite the importance of physical education and sports exams as part of the comprehensive assessment of educational certificates in Algeria, the reality of their application to free candidates continues to raise many challenges and questions.

Therefore, based on all of the above, we can ask the following general question: To what extent does the physical education and sports exam for the free category reflect the reality of this category?

Based on the general question, we can ask the following sub-questions:

- Does the physical education and sports exam contribute to raising the overall average of free candidates in the baccalaureate?
- Do free candidates face difficulties in terms of organizational and physical preparation?
- Does the absence or weakness of educational guidance and supervision negatively affect the performance of free candidates in physical education and sports exams?

Study hypotheses:

General hypothesis:

The physical education and sports exam contributes significantly to supporting the results of free candidates in the baccalaureate by providing adequate preparation and a good level of guidance and educational supervision.

Sub-hypotheses:

- The physical education and sports exam contributes to raising the overall average of free candidates in the baccalaureate exam.

- free candidates face difficulties in organizational and physical preparation.
- The absence or weakness of educational guidance and supervision negatively affects the performance of free candidates in the physical education and sports exam.

Study Objectives:

- To identify the reality of the physical education and sports baccalaureate exam for free candidates in Algeria in terms of organization, preparation, and implementation.
- To monitor the most significant challenges that free candidates face during the preparation phase and while taking the exam.
- Highlight the role of the exam in improving free candidates' overall averages and its impact on their chances of success in the baccalaureate.
- Compare exam conditions for free and school candidates to reveal similarities and differences.

Importance of the Study:

- The study helps identify the difficulties and obstacles faced by free candidates in preparing for physical education and sports exams (such as lack of resources, lack of supervision, and lack of training spaces).
- This study contributes to raising awareness of the importance of physical education and sports as an integral part of education and overall development.
- It seeks to propose practical solutions and recommendations that will improve the conditions for passing the exam and promote equal opportunities among the various categories of candidates for the baccalaureate certificate.
- To the best of the researchers' knowledge, there is a scarcity of specialized studies on physical education and sports examinations for free candidates, and therefore this study contributes to enriching the research literature.

1. Study terms and concepts:

1.1 Physical education and sports:

- Terminological definition:

Physical education and sports are considered among the most important modern means in an individual's life to reach the highest levels of progress and advancement. Physical education and sports is an educational process that aims to improve human performance and enhance the physical, mental, and social aspects of the individual. It develops the individual's personality and prepares them for life in order to fulfill their social role and acquire the many qualities of good citizenship that qualify them to be a useful citizen for themselves and society (Alwi Monir, 2011, p. 117-133).

- Procedural definition:

It is a subject like any other, contributing significantly to the development of individuals' physical, mental, psychological, and social personalities. It is currently taught in Algeria by specialized teachers at all educational levels.

1.2 Physical Education and Sports Baccalaureate Exam:

- Procedural definition:

The Physical Education and Sports Baccalaureate Exam is a practical test administered to third-year secondary school students who are about to take the baccalaureate exam. It is part of the overall assessment for the exam. For regular students, a grade is given for the subject (based on the average for the three semesters), awarded a score out of (20) and

counted towards the overall baccalaureate average. free candidates, the test is conducted in a special center according to the program approved by the Ministry of National Education. Candidates are tested in various physical and sports activities, awarded a score out of (20), and counted in the overall baccalaureate average.

1.3 Free candidates:

- **Procedural definition:** These are candidates who wish to take the baccalaureate exam as free candidates, meaning that they do not study in secondary educational institutions. They prepare for this exam either through self-study, private lessons, or by studying at non-formal training centers to prepare for the baccalaureate exam.

2. Previous studies:

2.1 Makhlouf (2021) conducted a study entitled "Strategies for dealing with problem-focused psychological stress and its relationship to optimism and pessimism among students preparing for the sports baccalaureate exam". The study aimed to examine strategies for dealing with problem-focused psychological stress and its relationship to optimism and pessimism among students preparing for the baccalaureate exam in sports. The study sample included (102) students preparing for the baccalaureate exam, who were selected using stratified random sampling. The researcher used a problem-focused psychological stress scale, in addition to an optimism and pessimism scale, and concluded that problem-focused psychological stress decreases as the level of optimism increases and increases as the level of pessimism increases among students preparing for the sports baccalaureate exam.

2.2 Boughrara, Issawi (2014) conducted a study entitled "The Baccalaureate Physical Education and Sports exam and its Relationship to Prescribed Educational Goals", which aimed to find a match between what is theoretical in modern educational curricula and what is applied in physical education and sports exam, and to determine whether this exam affects the educational relationship between teachers and students. The researchers used a descriptive analytical approach, and the study sample included (26) secondary school teachers in the province of Ghilizan, who were selected using the intended method. A questionnaire was used as a study tool, and the results of the study showed that the baccalaureate physical education and sports exam does not measure the cognitive and socio-emotional aspects specified in the educational curriculum. Instead, it measures the sensory-motor aspect of the student.

2.3 Wanan (2009) conducted a study entitled "An Analytical Study of the Baccalaureate Sports Test and Its Impact on Physical Education and Sports in Educational Institutions, A Field Study at the level of secondary schools in Algiers". The study aimed to reveal the impact of the sports baccalaureate exam on physical education and sports. The researcher used a descriptive approach, and the study sample consisted of (52) physical education and sports teachers at the secondary level and (240) students, who were selected using simple random sampling. The sample also included three education and training inspectors, who were selected using purposive sampling. Questionnaires and interviews were used as research tools. The results of the study revealed a significant decrease in exemptions among students, which means an increase in physical education practice, due to the compulsory nature of the physical education baccalaureate exam, and a negative impact on the educational relationship between students and teachers due to the transfer of assessment in the physical education baccalaureate

exam from the subject teacher to the exam committee. It also revealed a lack of necessary resources in educational institutions in terms of Pedagogical means and sports facilities, and that the physical education baccalaureate exam is not based on scientific principles of educational assessment.

3. Methods:

3.1 Study Approach:

Researchers used a descriptive analytical approach.

3.2 Study community:

The study community consists of (3290) male and female candidates for the physical education and sports test, which is part of the baccalaureate exam for free students (2025 session), located at the Hamid Chebcheb Municipal Stadium in Rouiba, which is affiliated with the Directorate of Education for the Province of East Algiers.

3.3 Study Sample:

The Study sample consisted of (750) candidates for the physical education and sports test at the procedure center of the municipal stadium, Hamid Chabchab, those affiliated with the Directorate of Education for the Province of East Algeria, They were selected using the simple random method.

3.4 Study Tool:

The researchers used the questionnaire as a Study tool.

3.4.1 Validity of the Study tool:

We relied on the internal validity of the test to calculate the validity. Internal validity = square root of the stability coefficient, therefore internal validity = root of 0.83 = 0.911, so the internal validity of the test is 0.911.

3.4.2 Stability of the Study tool:

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

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

Axes	Number of statements	Cronbach's alpha coefficient
The exam contributes to raising the overall average of free candidates	4	0.87
Free candidates face difficulties in preparing	4	0.85
Absence or weakness of educational guidance and supervision	4	0.77
Total	12	0.83

Source: author's, 2025

We note from the above table that the stability coefficients for the axes of the study ranged from (0.77 to 0.87), which are high and acceptable values for application purposes, as most studies indicate that the stability coefficient of (0.60) is considered acceptable (Amir D, Sonderpandian Jayavel, 2002).

3.5 Fields of study:

3.5.1 Human area:

The study community consists of all free candidates who are about to take the 2025 Baccalaureate Physical Education and Sports exam, and who belong to the Directorate of Education in the province of East Algiers.

3.5.2 Spatial domain:

The study was conducted at the Hamid Chebcheb Municipal Stadium in Rouiba.

3.5.3 Temporal domain:

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

3.6 study variables:

- Independent variable: The Reality of the Physical Education and Sports Baccalaureate Exam.
- Dependent variable: Free Students.

3.7 Statistical methods used in the study:

The following statistical methods were used:

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

3.8 Presentation, analysis, and discussion of study results:

3.8.1 Presentation, analysis, and discussion of the study results related to the first question:

Table 2. Explains the reasons for taking the physical education and sports exam as an free candidate

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Why did you choose to take the Physical Education and Sports exam as a free candidate	To raise my baccalaureate average	553	73.73%	977.55	7.81	0.05	3	statistically significant
	Because I am interested in sports and fitness	21	2.8%					
	Because I regularly practice sports	55	7.33%					
	Because I think it is an easy exam	121	16.13%					

Corresponding author: Kaddour Azzeddine, E-mail: azzeddine.kaddour@univ-biskra.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: <https://www.asjp.cerist.dz/en/PresentationRevue/71>

Source: author's, 2025

Through the results obtained in Table: 2, we observe that (73.73%) of free candidates chose to take the Physical Education and Sports Exam to increase their in the Baccalaureate. The remaining small percentage of free candidates chose to take the exam because of their interest in sports, physical fitness, and practice, as well as their belief that the exam is easy. This is indicated by the table results, where the calculated Chi-Squared 977.55, which is greater than the tabulated Chi-squared value of 7.81 at a significance level of 0.05 and a degree of freedom of 3. Therefore, there are statistically significant differences in favor of the larger value.

These results show that free candidates chose to take the physical education and sports exam to raise their overall average in the baccalaureate, As pointed out by (Ben Salem Aicha, 2018, p. 88–102) despite the great importance of physical education and sports, it contributes to raising the overall average and reducing pressure on candidates.

3.8.2 Presentation, analysis, and discussion of the study results related to the second question:

Table 3. Explains The Impact of Physical Education and Sports on Free Candidates' Success in the Baccalaureate

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Do you think the physical education and sports test improves free candidates' chances of passing the baccalaureate	Yes, very much.	658	87.73%	1604.28	7.81	0.05	3	statistically significant
	Yes, very much.	92	12.26%					
	Somewhat	00	00%					
	Not at all.	00	00%					

Source: author's, 2025

Through the results obtained in the table: 3, we note that (87.73%) of free candidates consider the physical education and sports exam to contribute to their success in the Baccalaureate. This is indicated by the table's results, where the calculated Chi-Squared value reached 1604.28. This value is greater than the tabulated Chi-Squared of 7.81 at a significance level of 0.05 and a degree of freedom of 3. Thus, there are statistically significant differences in favor of the larger value.

These results show that the physical education and sports exam contributes to the success of free candidates in the baccalaureate, as pointed out by (Ben Ammar Fatima al-Zahra, 2018, p. 123–140), The physical education and sports baccalaureate exam for free candidates in Algeria is characterized by potential opportunities and clear challenges. This exam is an important gateway to improving the overall GPA for the baccalaureate, which explains why many free candidates take it. A good result in physical education can have a

significant impact on the final result, becoming a decisive factor in the success of candidates in the baccalaureate exam.

The results of this study were somewhat consistent with those of (Wanan Al-Saidi, 2009, p. 61-81), whose findings highlighted a significant decrease in exemptions among students, which means an increase in physical education practice, due to the compulsory nature of the baccalaureate exam in physical education and the high probability of obtaining a good grade in the exam, thereby improving the chances of success in the baccalaureate.

3.8.3 Presentation, analysis, and discussion of the study results related to the third question:

Table. 4: Explains The primary source of information about the physical education and sports exam.

Question	Answer	Repetitions	Percent age	Calculated Chi-Square d	Tabulated Chi-Squared	Level of significance	df	statistical significance
What is your primary source of information about the physical education and sports tests, such as the nature of the tests and the standards	Official publications of the Ministry of Education and the National Office for Examinations and Competitions.	07	0.93%	450.56	7.81	0.05	3	statistically significant
	Social media	139	18.53%					
	Friends or acquaintances who passed the exam	410	54.66%					
	Physical Education Teachers	194	25.86%					

Source: author's, 2025

Through the results obtained in Table: 4, we note that (54.66%) of free candidates consider friends or acquaintances who passed the exam as the main and only source of information about the Physical Education and Sports Exam. This is indicated by the results of Table: 4, where the calculated Chi-Squared value reached 450.56 This value is greater than the tabulated Chi-Squared value of 7.81 at a significance level of 0.05 and a degree of freedom of 3. Therefore, there are statistically significant differences in favor of the larger value.

The results show that friends or acquaintances who have passed the exam are considered the main source of information about the physical education and sports exam for free candidates. Free candidates, who choose to take national exams without belonging to an official educational institution during the preparation period, represent a special segment whose circumstances differ radically from those of regular candidates. While the latter benefit from a regular physical education program, continuous supervision by specialized teachers, and gradual access to sports equipment, free candidates lack this organized framework. The burden of physical preparation falls on them individually and may be affected by factors such as personal capabilities, awareness of the importance of physical education, and availability of appropriate training spaces and equipment, In this context, he pointed out (Bendile Samira,

2018), That The Ministry of National Education must provide these free candidates with the necessary support, such as training workshops, targeted training programs, and guidance manuals, to help them prepare effectively for the exam and increase their chances of receiving high scores, thereby raising their overall baccalaureate average.

3.8.4 Presentation, analysis, and discussion of the study results related to The fourth question:

Table. 5: Related to physical preparation for the exam

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Have you prepared physically for the exam	Yes, on a regular basis	88	11.73%	830.64	5.99	0.05	2	statistically significant
	Yes, but not regularly	41	5.46%					
	No	621	82.8%					

Source: author's, 2025

Through the results obtained in the table: 5, we can see that (82.8%) of free candidates do not prepare physically for the physical education and sports exam. A very small percentage of free candidates prepare physically for the exam, as indicated by the table's results. The calculated Chi-Squared value reached 830.64, which is greater than the tabulated Chi-Squared value of 5.99 at the 0.05 significance level and degree of freedom 2. Therefore, there are statistically significant differences in favor of the larger value.

Our observations of these results make it clear that free candidates do not prepare physically for the physical education and sports exams, Free baccalaureate candidates in Algeria face a unique challenge when it comes to the physical education and sports exam. Unlike regular candidates, they do not benefit from regular training sessions or direct supervision from specialized teachers. Therefore, it is imperative for them to adopt a self-preparation strategy that requires careful planning, self-discipline, and an understanding of the fundamental aspects of the exam to achieve optimal results.

3.8.5 Presentation, analysis, and discussion of the study results related to The fifth question:

Table. 6: Shows the places where the candidate trained

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Where did you train if you were prepared	Public playgrounds and open spaces	259	34.53%	308.27	7.81	0.05	3	statistically significant
	Private gym	172	22.93%					
	Educational institution (high school or middle school)	00	00%					
	Home	319	42.53%					

Source: author's, 2025

Through the results obtained in the table: 6, we note that (42.53%) of free candidates prepare physically for the physical education and sports exam at home. A small percentage prepare physically in public playgrounds, open spaces, and private gyms. Zero percent prepare physically in educational institutions. This is indicated by the table's results, where the calculated Chi-Squared value reached 308.27. This value is greater than the tabulated Chi-Squared value of 7.81 at a significance level of 0.05 and a degree of freedom of 3. Therefore, there are statistically significant differences in favor of the larger value.

It is clear from our observation of these results that free candidates prepare for the physical education and sports exam at home. We have highlighted that the special conditions of preparation depend entirely on the candidates' diligence and potential, putting them at a disadvantage compared to regular candidates who benefit from direct guidance and school equipment. Therefore, there is an urgent need to rethink the mechanisms used to ensure fairness. This may include providing mentoring support, facilitated preparatory programs, or revising the evaluation criteria to be more flexible and adapted to their specific circumstances. Ensuring equal opportunities in this exam is not just an academic goal but a necessity to guarantee that every candidate, regardless of their educational background, has an equal opportunity to demonstrate their abilities and achieve success.

3.8.6 Presentation, analysis, and discussion of the study results related to The six question:

Table. 7: Shows The main difficulties the candidate faced while preparing for the physical education and sports exams as a free candidate

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
What were the main difficulties you encountered while preparing for the Physical Education and Sports test as a free candidate	A lack of clear information about the tests	235	31.33%	9.8	245.16	7.81	3	statistically significant
	Difficulty finding a suitable training location	192	25.6%					
	Lack of supervision and guidance from specialists.	307	40.93%					
	Lack of time due to preparation for other subjects	16	2.13%					

Source: author's, 2025

Based on the results in Table: 7, (40.93%) of free candidates reported that they encountered difficulties due to a lack of supervision and guidance from specialists when preparing for the physical education and sports test. In addition, 31.33% of candidates reported difficulties due to a lack of clear information about the nature of the test, and 25.6% of candidates had difficulty finding a suitable place to train and prepare for the test. A small percentage suffered from time constraints due to preparing for other subjects, as shown in the table results. The calculated chi-square value is 245.16, which is greater than the tabulated chi-square value of 7.81 at a significance level of 0.05 and a degree of freedom of 3. Therefore, there are statistically significant differences in favor of the larger value.

These results show that free candidates face difficulties due to the lack of supervision and guidance from specialists during their preparation for the physical education and sports exam, as well as the lack of clear information about the nature of the exam. Free candidates face significant challenges, starting with the complete absence of systematic training and follow-up by specialized teachers. Consequently, their physical preparation depends entirely on their individual efforts and abilities, which may be limited in terms of the availability of facilities and equipment or even knowledge of effective training programs. In this regard, (Bougofa Ahmed, 2019, p. 112–125) points out that this situation may lead to significant disparities in fitness levels among this group, making the application of uniform assessment criteria questionable in terms of fairness and reliability.

The results of this study were somewhat consistent with those of (Wanan Al-Saidi, 2009, p. 61-81), which highlighted the lack of necessary resources in educational institutions in terms of educational tools and sports facilities.

3.8.7 Presentation, analysis, and discussion of the study results related to The seventh question:

Table. 8: Shows if the candidate received guidance or supervision from a sports coach or physical education teacher while preparing for the exam

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Did you receive guidance or supervision from a sports coach or physical education teacher while preparing for the test	Yes, regularly	14	1.86%	1237.34	5.99	0.05	2	statistically significant
	Sporadically/occasionally	32	4.26%					
	No, I did not receive any guidance.	704	93.86%					

Source: author's, 2025

From the results in Table: 8, we observe that (93.86%) of free candidates did not receive guidance or supervision from a sports coach or physical education teacher while preparing for the physical education and sports exam. The remaining small percentage of free candidates received guidance or supervision from a sports coach or physical education teacher while preparing for the exam, as indicated by the table's results. The calculated Chi-Squared value reached 1237.34. This value is greater than the tabulated Chi-Squared value of 5.99 at a significance level of 0.05 and a degree of freedom of 2. Therefore, there are statistically significant differences in favor of the larger value.

It is clear from these results that free candidates suffer from a lack of supervision and guidance by specialists during exam preparation. As pointed out by (Zerouali Wassila, Ibraim Samia, 2020, p. 65-81), that The challenges they face range from a lack of knowledge about taking tests to difficulty accessing appropriate facilities and equipment. These challenges overshadow the absence of a regular educational and pedagogical framework for free candidates. This creates a large gap between the exam requirements and the preparation conditions available to them.

4. Conclusions and suggestions:

The following conclusions were reached from our study of the reality of the physical education and sports baccalaureate exam for free candidates, based on a simple random sample of (750) free candidates:

- * The physical education and sports baccalaureate exam is an important gateway to improving the overall baccalaureate grade, which explains why many free candidates take it. Getting good marks in this subject can make a significant difference to the final result.
- * There is a fundamental difference in the preparation conditions between students and free candidates. while students benefit from a structured educational environment, direct supervision by specialized physical education and sports teachers, and access to sports facilities, free candidates face the significant challenge of relying entirely on self-preparation.
- * Lack of or weak educational guidance and supervision for free candidates.

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

- * Prepare national guidelines explaining the nature of the baccalaureate exams in physical education and the assessment criteria for free candidates.
- * Schedule intensive and targeted training sessions at the level of education directorates or specialized centers before the exam date.
- * Enabling free candidates to use public sports facilities under specialized supervision for specific periods before the exam.
- * Encouraging scientific research on this topic in order to propose innovative solutions that take into account educational and sports developments.

5. List of sources and references:

1. Alwi Monir, The reality of final exams for the sports baccalaureate between artificial and real results, The Challenge, Volume 3, Issue 2, 2011, 117-133.
2. Amir D, Sonderpandian Jayavel, Complete business statistics, New York: Mc Graw-Hill, 2002.
3. Ben Ammar Fatima al-Zahra, The Baccalaureate in Algeria: A Review of Reality and Challenges, Journal of Educational and Psychological Sciences, Volume 15, Issue 2, 2018, 123-140.
4. Ben Salem Aicha, Psychological and Academic Stress Among Free Baccalaureate Candidates: An Exploratory Study, Journal of Educational Psychology, Volume 10, Issue 2, 2018, 88-102.
5. Bendile Samira, Challenges Facing Free Candidates in the Baccalaureate Exams: A Case Study in Algeria, Journal of Educational Sciences, Volume 2, Issue 20, 2018.
6. Boughrara youssef, Issawi mamer, The Baccalaureate Physical Education and Sports exam and its Relationship to Prescribed Educational Goals. Bachelor's thesis, Abdelhamid Ibn Badis University, Mostaganem, 2014.
7. Bougofa Ahmed, The Effectiveness of Fitness Assessment Tools in the Algerian Physical Education and Sports Curriculum for Secondary Education, Journal of Physical Activity Science and Technology, Volume 15, Issue 2, 2019, 112-125.

8. Haji Mohammed Al-Arabi, Self-Preparation for Exams: The Challenges of Free Baccalaureate Candidates, *Journal of Educational Research*, Volume 8, Issue 1, 2020, 55–70.
9. Makhoulf Belkacem, Strategies for dealing with problem-focused psychological stress and its relationship to optimism and pessimism among students preparing for the sports baccalaureate exam, *Sports Creativity Journal*, Volume 12, Issue 2, 2021, 534-555.
10. Wanan Al-Saidi, Analytical study of the baccalaureate sports exam and its impact on physical education and sports in educational institutions Field study at the level of secondary schools in Algiers, *The Challenge*, Volume 1, Issue 1, 2009, 61-81.
11. Zerouali Wassila, Ibraim Samia, Difficulties of Teaching Physical Education from the Point of View of Physical Education Teachers in Secondary Schools, *Sports System journal*, Volume 7, Issue 2, 2020, 65-81.