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## The impact of the physical working environment in educational institutions on the teaching process of physical education and sports.

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**Abstract:** The study aims to identify the most important effects of the physical work environment conditions on the educational process of physical education and sports at the secondary level. The research sample included 37 physical education and sports teachers, who were randomly selected and distributed among some secondary schools in the state of Relizane. The descriptive approach was used. After statistical processing, the results showed that the conditions of the physical work environment in secondary schools in the state of Relizane do not help and do not achieve the educational goals of physical education and sports. The most important thing we recommend is careful monitoring of all components of the school physical environment, by paying attention to the integrated school building, increasing the number of sports fields, and providing the necessary means. Pedagogy.

### - Introduction:

Many experts and specialists in the field of education believe that the only way to meet the challenges of the twenty-first century is to improve the quality of education and improve its outputs, which has made the latter a fundamental goal and a basic requirement that all educational institutions seek to achieve, and in order to achieve this and reach the highest levels of quality in the educational

product, they had to develop and activate the elements of the educational process, and Algeria has paid great attention to this matter in various fields of education and at various educational stages from primary to secondary level, as it had to make sure that all elements that lead to the teaching of physical education and sports need a working environment that is different from what is needed for other school subjects, and a suitable place to implement the activities and activities required by the vocabulary of this subject.

Teaching the subject of physical education and sports requires a different work environment than other subjects, and a suitable place to implement the activities and events required by the vocabulary of this subject, since the educational units are mostly administered outside the department. Paying attention to it and improving its conditions in terms of quantity and quality undoubtedly affects the progress of the educational process of physical education and sports and achieving its objectives in the various educational stages, which is divided into many purposes, including motor and physical and cognitive and social (Ahmed, 2014, page 122), as the conditions of the appropriate work environment represented in the material potential gives a positive indication of the success and effectiveness of the educational process, as it plays an important role in the progress and implementation of the educational units of this subject that seeks to achieve general educational objectives (Ahmed, 2018, page 114), as experts agree that physical education and sports cannot be. Among the studies that dealt with the physical conditions is the study of (Hayat, 2017) entitled the school physical environment and its relationship with teachers' performance, which concluded a set of results, the most important of which was that there is a positive relationship between the school physical environment and teachers' performance, and the study of Noeman and Sarah (2014), which aimed to highlight the importance of the physical work environment conditions within the educational institution, showed a set of results, the most important of which was the physical conditions have a great role in ensuring the good conduct of the educational process, and on the contrary, the poor conditions of the physical work environment have a great role in obstructing the good conduct of the educational process.

Based on the above, it can be said that there is an overlap between the progress and implementation of the educational units of the subject of physical education and sports and the physical working environment of the school, as the latter affects both the quality of teaching provided by the teacher of this subject and the achievement of its objectives, and therefore the issue of this study was crystallized through the observation of researchers and most specialists in this field that this subject does not achieve all the goals for which it was written, and

in appreciation of the importance of the physical working environment in educational institutions makes a study of this kind an urgent educational requirement in order to provide an appropriate physical environment that stimulates learning and motor creativity for students :

- What is the reality of the physical work environment at the level of the educational institutions in the research sample?
- Does the current physical work environment contribute to achieving the educational objectives of physical education and sports?

## **II - Method and tools:**

**1- Research population and sample:** The research sample consisted of 37 teachers of physical education and sports, randomly selected from some high schools in Ghelizane governorate.

### **2- Research procedures:**

**2.1- Research Methodology:** The researchers used the descriptive survey method.

#### **2-2- Research variables:**

**2-2-1- Independent variable:** The physical work environment, which is the sum of the material components that surround the teacher and the student in the secondary school that affect them positively or negatively, including the school building and its equipment, playgrounds, sports halls, and pedagogical aids.

**2.2.2.2 - Dependent variable:** The educational process of physical education and sports.

**2-3- Research tools:** The research required us to prepare a questionnaire that included two axes, the first of which dealt with the school physical work environment, and the other related to the objectives of the physical education and sports subject.

#### **2.3.1 - Scientific bases of the research tools:**

**2.3.1.1 - honesty of the arbitrators:** A group of experts.

A group of experts and doctors with experience and competence in the field of physical education and sports.

**2.3.1.2 - Stability of the questionnaire:** The researchers applied and re-applied the instrument with a time interval between the two stages estimated at 07 days

while maintaining the same variables, and this was on the sample of the exploratory study estimated at 05 teachers of physical education and sports at the stage of secondary education in the state of Ghelizane , and the results of the two applications after statistical treatment by calculating Pearson's correlation coefficient were as follows:

Table (01): The reliability and stability coefficients of the questionnaire.

<i>Statistical study</i>	<i>Honesty coefficient</i>	<i>Stability coefficient</i>	<i>Sample size</i>	<i>Tabular t</i>	<i>Degree of freedom</i>	<i>Statistical Significance 0.05</i>
<i>Physical work environment</i>	0.98	0.71	05	0.878	03	<i>Statistically significant</i>
<i>Objectives of Physical Education and Sports</i>	0.91	0.78				<i>Statistically significant</i>

It is clear from Table No. (01) above that the values of the stability and reliability coefficient for the instrument are all greater than the t-value of 0.878, which means that the instrument is characterized by a high degree of reliability and stability.

**2-4-Statistical methods:** Percentages, arithmetic means, standard deviation, k2 test, Pearson's correlation coefficient.

**2-5- Fields of research:**

**2-5-1- Human Domain:** 37 physical education and sports teachers.

**2-5-2- Spatial Domain:** The research was conducted at the level of high schools in Ghelizane governorate.

**2-5-3- Temporal domain:** The study was conducted during the 2022/2023 academic year.

**III - Results:**

**I: The first question:** “What is the reality of the physical work environment at the level of the educational institutions in the research sample?”

**Table No. (02): The answers, frequencies, percentages and k2 test for the physical work environment axis.**

<b>questions</b>	<b>Answers</b>	<b>Percentages</b>	<b>Frequencies</b>	<b>Calculated k<sup>2</sup></b>	<b>Statistical significance</b>
Is the school building and its facilities	Yes	%13.5	05	14.48	Statistically significant
	Somewhat	%24.3	09		
	no	%62.2	23		

suitable for achieving educational goals?					
The institution has sports fields	Yes	%24.3	08	11.40	Statistically significant
	Somewhat	%13.5	07		
	no	%62.2	22		
The existing sports fields are large enough to accommodate all students during class.	Yes	%08.1	03	26.81	Statistically significant
	Somewhat	%18.9	07		
	no	%73	27		
Sports fields are well planned and clearly labeled according to the type of activity.	Yes	%18.9	07	23.08	Statistically significant
	Somewhat	%10.8	04		
	no	%70.3	26		
The available sports playgrounds meet the practice and variety of sports activities prescribed in the curriculum.	Yes	%16.2	06	9.78	Statistically significant
	Somewhat	%27	10		
	no	%56.8	21		
The pedagogical tools available are usable for physical and sports activities.	Yes	%18.9	07	26.81	Statistically significant
	Somewhat	%8.1	03		
	no	%73	27		
The pedagogical tools available are related to the topics and objectives of the lessons prescribed in the curriculum.	Yes	%21.6	08	07.18	Statistically significant
	Somewhat	%54	20		
	no	%24.4	09		
The pedagogical	Yes	%16.2	06	06.86	Statistically significant
	Somewhat	%51.4	19		

tools available are commensurate with the number of students practicing during the class	no	%32.4	12		
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- Tabular k2: 5.99 - Degree of freedom: 2 -Level of statistical significance: 0.05

- **The second question:** “Does the current physical work environment contribute to achieving the educational objectives of physical education and sports?”

**Table No. (03): The answers, frequencies, percentages, and k<sup>2</sup> test for the second axis.**

questions	Answers	Percentages	Frequencies	Calculated k <sup>2</sup>	Statistical significance
Achieve the objectives of physical education and sports	Yes	%27	10	7.51	Statistically significant
	Somewhat	%19	07		
	no	%54	20		
It allows you to diversify your teaching methods and techniques	Yes	%16.2	06	14	Statistically significant
	Somewhat	%21.6	08		
	no	%62.2	23		
Contributes to the development of physical qualities in students	Yes	%32.4	12	15.84	Statistically significant
	Somewhat	%5.4	03		
	no	%62.2	23		
It develops students' mathematical skills.	Yes	%16.2	06	14	Statistically significant
	Somewhat	%21.6	08		
	no	%62.2	23		

Allows students to choose exercises and games that match their interests	Yes	%16.2	06	8.16	Statistically significant
	Somewhat	%29.7	11		
	no	%54.1	20		
It helps students familiarize themselves with the rules and measurements of the fields of all sports.	Yes	%21.6	08	7.18	Statistically significant
	Somewhat	%54	20		
	no	%24.4	09		
Helps students recognize sports equipment and gear by name	Yes	%13.5	05	08	Statistically significant
	Somewhat	%51.3	19		
	no	%35.2	13		
Allows for the development of teamwork and cooperation among students	Yes	%18.9	07	6.05	Statistically significant
	Somewhat	%29.7	11		
	no	%51.4	19		

- Tabular k2: 5.99

- Degree of freedom: 2

- Level of statistical significance: 0.05

## VI - Discussion:

- The results of the data dump shown in Table No. (02) proved that the majority of physical and sports education teachers at the secondary education level believe that the physical working environment currently available at the level of educational institutions for teaching physical and sports education is inappropriate and does not allow the proper functioning of the educational units of this subject, whether in terms of the lack of these educational institutions for some elements that make up the educational buildings and their lack of sufficiency to achieve the educational objectives, or the lack of sports fields in terms of their availability and suitability. Most of the members of the research sample also indicated that their area is not sufficient to accommodate all students during the implementation of the class, and that the design of some of them is not sufficient to practice and diversify the sports activities prescribed in the curriculum, as for their view of the reality of pedagogical aids at the level of secondary schools Most physical education teachers perceive a lack of pedagogical tools at the level of these high schools, since they stated that they are not commensurate with the number of students practicing during the class,

and the existing ones are not usable and are not related to the topics and objectives of the lessons prescribed in the curriculum, and these results are consistent with the findings of a study (Ahmed, 2010, page 338) which indicated that high schools in the state of Mostaganem do not have facilities and equipment, and if they exist in some of them, they do not help good practice, and this is consistent with the findings of the study (Ahmed, 2010, p. 338). These findings are also consistent with the study of Noman and Sarah (2014), which concluded a set of results, the most important of which was the material conditions have a major role in ensuring the good conduct of the educational process, and therefore we conclude that most teachers of physical education and sports at the secondary education level believe that the physical work environment currently available at the level of educational institutions to teach the subject of physical education and sports is not suitable and does not allow the good conduct of the educational units of this subject.

2. The results extracted from tables (03) after the statistical treatment using percentages and  $Ka^2$  proved that the current physical work environment, represented by the total material components that surround the teacher and the student in the secondary school, negatively affects the achievement of the educational objectives of the subject of physical education and sports, and researchers attribute this to the fact that the current physical work environment does not include all the components required by the teaching process of physical education and sports, including model buildings, sports fields, squares, sports halls, and pedagogical means. This has led to the dispersion of the educational work and consequently the failure to achieve its planned objectives, whether related to the sensory-motor aspect and the development of physical qualities and sports skills among students, or the cognitive field related to the acquisition of students' knowledge of the laws of the sizes of the fields of all sports, or the identification of various sports equipment and devices by their names, or the social aspect of students related to the development of teamwork and cooperation among students.

In addition, it does not allow diversification in the methods and methods of teaching the subject, and choosing exercises and sports games that suit the inclinations of students, and from this we conclude that the physical work environment represented in the set of equipment, sports equipment, playgrounds, squares and sports facilities are considered one of the main requirements that have a great impact on the good conduct of various sports activities at the level of secondary schools, and to achieve the objectives of the subject of physical education and sports, and these findings agree with the study of Jamila and Fathy (2015), which showed a relationship between the school



physical environment and negative attitudes towards school among students of the university.

## **V. Conclusion:**

The research yielded a set of results, the most important of which was that the physical work environment at the level of the educational institutions in the research sample has a negative impact on achieving the objectives of physical education and sports, and we also concluded that achieving the objectives of the latter is mainly dependent on a set of conditions and specifications that must be met in the physical work environment, which are mainly represented in the model school buildings and the abundance of playgrounds, sports halls, pedagogical means and others, and in light of the findings of the researchers, we offer the following suggestions and recommendations:

- Careful monitoring of all components of the physical school environment, by paying attention to the integrated school building, increasing the number of sports fields and providing pedagogical means.
- Good planning and prior study of educational institutions, and reliance on high-quality standards

high quality standards in the design of school buildings and sports fields across high schools.

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