

THE ROLE OF PHYSICAL EDUCATION AND SPORT IN THE DEVELOPMENT OF SOME LIFE PHYSICAL CAPACITIES IN MIDDLE SCHOOL

ABBAS Amira, **TOUATI Hayet, *SIKKOUK Kouider, ****ATALLAH Ahmed*

Institute of Physical Education and Sports Abdelhamid Ibn Badis University- Mostaganem- UMAB IEPS labo paps

Abstract

The research goal was to know life physical capacities which contains the program of physical education and sport in the middle school? To answer this question, the researcher has supposed that the program of physical education and sport contains some life physical capacities in the middle school has a medium percent because of that it has been done a research on the program of physical education and sport on the four years of middle school education thus it has been used a program of analyzing the content after the statistics and collection of information it has showed the results that the program of the physical education and sport contains some life physical capacities in the four years of the middle school but in a very low percent .

That's why we've stated some facts most of them:

- Make the program of physical education and sport more developed in the light of some life physical capacities.
- Make the program of physical education and sport a list of life physical capacities without forgetting the needs of pupils in the middle school and reality of society and also age's demands.

KEYWORDS: The program of physical education, life physical capacities, the middle school period.

1. INTRODUCTION

Nowadays, our world is facing what we may call the third wave which is mixture of the great technological progress and the immense communication revolution which has led to a fabulous world changes in all the fields things that made the challenge and the renewal renovation and life skills possession an exigent and urgent requirement to keep up behind civilization this is confirmed by studies and scientific research, "Today, communities are facing challenges and transformations due to both the communication and information revolution add to World Trade Convention. The future of the world has become challenging, it's expected that the sharp of updating will increase and so the transformations will, things which foreshadow of what is called the Future Shock" (Sabri 2004; P: 287), for that Education should keep pace with scientific and technological progress and go ahead to life skills possession needed for the citizens to be scientifically intellect and technologically enlightened; (Mazen, 2002. P: 27).

This imposed on the educational system to activate it's methods and strategies in lines with these changes that have touched the field of education. The Algerian school has known several reforms the main of them the adoption of the Fundamental School in 1976, the restructuring of the secondary school in 1992, and the most recently and new reforms began in 2003 which included the different learning stages.

These reforms were crowned by the transition from learning by goals (aims) to learning by competencies, where the learner is considered as the axe of the educational process not as margin affected recipient. The learner is the cornerstone to fulfill the educational process. Therefore, modern education tend to care about teaching methods since they are among the means on which relies this modern education to get it's goals achieved for that educators gave it a great importance by focusing on the fact that these methods should be related to the individual and social needs. (Soudani, 2011, P: 118).

Zenkalouni confirmed that the methods " is no longer limited to what school does offer as programs but became a curriculum including all what do educational and planned experiences offer in for a general growth" (Zenkalouni, 2007, P: 07), the method included "all the planned experiences which the school provides through the teaching process" (Abdellah. S. , 2004. P: 05). At the present time, the overall growth of the individual can't be achieved unless he acquires the life skills which Mr Ali Ali defined as: "The skills, information, knowledge and values that the individual needs for the daily adaptation to practice them under the changes, the situations and challenges that the society faces". (Ali,2009. P: 27

Knowing that the physical and sports education is one of fertile field for the individual integral and development in the side of effectiveness, knowledge and kinesthetic sense. It has , also, a great contribution in the construction of the young personality by refining his behavior, directing his first motives, formation of his thoughts, refining and developing his physical and cognitive experiences add to his social skills. All this in order to upgrade his abilities and sophisticate his social values in the context of his preparation as a positive interact individual with the present and future data which gives him an opportunity to show his capabilities and satisfy his desires through the planned goals in a form o educational indicators in the process of physical and sport education that is considered as a tool by which the teacher fulfill what the educational system does expect.

Since the life skills are the most important curriculum outcome that qualify the individual adaptation to keep pace with civilization and make him a point of strength for that, we should stop at every stage of the individual growth process and overall knowledge of its characteristics, needs and life skills which may be developed through studies where we highlight by the research on the medium school because it's considered as a sensitive stage and very important turning point in the individual life which reflects what he would be in future by taking in account the characteristics and needs of this period.

For that the researcher judged to study the physical education curriculum role in developing some life skills in the medium school by restricting the life skills included available in the middle school program

The problematic: The beginning of the twenty first century saw a great and continuous scientific progress and considering that this progress is measured by the strength of the nations' educational system, these nations had to emphasize on the educational process that lies at the heart of any changes to prepare an individual able to adapt, to evaluate and to bring changes.

In this context, The Algerian ministry of national education reviewed and evaluated the new educational curriculum. That was evident by the beginning of the reform started in 2003/2004 where this reform was very deep in all aspects of the educational system; curriculum, the teaching pedagogical approach, methods and evaluation including formation. The purpose of this reform to let the learner be the center of the learning process where this operation is not limited to provide the learner with some knowledge that interrogate his mind but to provide him with life skills that ensure for him a psychological, social, mental and physical fruitful adaptation which contributes in the physical and sport education learning process by building an integrated, balanced and compatible person which provides him with a sense of sufficiency, confidence and the ability to increase his achievement and effective interaction with the development of everyday life.

The life skills acquiring is the important modern curriculum output at any stage of study process, this is not limited to a specific subject. It's a common responsibility, it touches all specialties. The physical and sport education, in fact, is concerned by the acquisition of life skills which qualifies the teachers to have experience with people, to deal, to work with them, and to take part in the development process by adaptation and keeping abreast of development. (Saaddin, 2010. P: 175).

The studies and scientific researches show that there is a dearth of studies that deal with analysis of the physical and sport education curriculum to know life skills contained in in this curriculum especially at the middle school where the learner's abilities and aptitudes bloom thing that will open to him the area to learn, to acquire and develop his life skills

On this basis the research problematic was born. The researcher worked on the physical and sport education curriculum analysis to know if it contains life skills. For that the following question was asked:

- Does the physical and sports education curriculum contain life skill in the middle school?

The aim of the study: To know the life skills contained in the physical and sport education curriculum at the middle school stage

2. MATERIAL AND METHODS

The researcher used the analysis content method (physical and sports education curriculum analysis for the middle school stage).

The research sample: The research sample consisted in physical and sports education analysis for the four years classes in the middle school.

Variables of the research:

Independent variable: physical and sports education curriculum for the four years in the middle school.

Dependent variable: life skills.

Steps analysis :

Analysis procedures:

1-Obtaining copies of the physical and sports education curriculum for first, second, third and fourth year of the middle school.

2- The analysis included basic competencies indicators of the curriculum for each year among.

The purpose of the analysis:

1- To identify the life skills included in the physical and sports education program for each year.

2- To know whether the available skills in the physical and sports education curriculum assort with the characteristics of the pupils age of this stage

Criteria Analysis : The content analysis criteria were as follow:

[00-20] ----- Very weak

[21-40] ----- Weak

[41-60] ----- Average

[61-80]-----Good

[81-100] ----- Very good

Data collection tools:

- References.
 - Previous and similar studies.
- Statistical Analysis:** -Percentage.

3. RESULTS AND DISCUSSION

Table N° 1: shows the frequencies and percentages of life skills included in physical and sports education curriculum for the first year.

N	Life skills	frequencies		Total	N° of Basic competencies indicators	percentages	Degree
		manifest	Implicit				
01	Social skills	11	09	20	66	30,30	weak
02	Communication skills	03	08	11		16,66	Very weak
03	Belonging skills	00	02	02		3,03	Very weak
04	Self confidence skills	04	09	13		19,69	Very weak
05	Tolerance skills	04	02	06		9,09	Very weak
06	Organiing skills	03	04	07		10,60	Very weak
07	Leadership skills	03	02	05		7,57	Very weak
08	Physical skills and tallent skills	25	06	31		46,96	Average
09	Skills of responsibility	01	00	01		1,51	Very weak
10	Taking the right decisions skills	02	08	10		15,15	Very weak
11	Thinking and exploring	01	02	03		4,54	Very weak
12	Self consideration	00	03	03		4,54	Very weak
13	Psychological presure management skills	03	05	08		12,12	Very weak
14	Security and safty skills	03	02	05		7,57	Very weak
15	Time management skills	02	01	03		4,54	Very weak
16	Self-esteem skills	00	03	03		4,54	Very weak
17	Problem solving skills	02	10	12		18,18	Very weak
18	Critical thought	02	02	04		6,06	Very weak
The average life skills included in physical and sports education curriculum for the first year						12.37	Very weak

Through table 1 which includes 18 life skills, and after analyzing the physical and sports education curriculum for the first year of the middle school, we notice that there were varying degrees between these life skills. “The physical and sports skills” were average with 46.96,

This was the highest value followed by “social skills” estimated as weak percentage with 30.30%. The remaining skills mentioned in the physical and sports education curriculum for the first year were estimated very weak.

Table N° 2: shows the frequencies and percentages of life skills included in physical and sports education curriculum for the second year.

N	Life skills	frequencies		Total	N° of Basic competencies indicators	percentages	Degree
		manifest	Implicit				
01	Social skills	03	04	07	35	20	Very weak
02	Communication skills	01	05	06		17.14	Very weak
03	Belonging skills	00	07	07		20	Very weak
04	Self confidence skills	00	01	01		2.85	Very weak
05	Tolerance skills	04	03	07		20	Very weak
06	Organiing skills	03	03	06		17.14	Very weak
07	Leadership skills	02	13	15		42.85	Average
08	Physical skills and tallent skills	00	03	03		8.57	Very weak
09	Skills of responsibility	02	12	14		40	Weak
10	Taking the right decisions skills	01	01	02		5.71	Very weak
11	Thinking and exploring	01	01	02		5.71	Very weak
12	Self consideration	01	04	05		14.58	Very weak
13	Psychological presure management skills	01	02	03		8.57	Very weak

14	Security and safty skills	02	01	03		8.57	Very weak
15	Time management skills	00	03	03		8.57	Very weak
16	Self-esteem skills	02	17	17		48.57	Average
17	Problem solving skills	00	03	03		8.57	Very weak
The average life skills included in physical and sports education curriculum for the first year						16.50	Very weak

Through table 2 which includes 17 life skills, and after analyzing the physical and sports education curriculum for the second year of the middle school, we notice that there were, also, varying degrees between these life skills. The “physical skills”, “skills of talent”, “solving problems skills” estimated at an average degree followed by “taking the right decision skills” with 40% which means a weak percentage. The percentage of the remaining skills included in the curriculum was very weak. Hence, the average life skills included in the physical and sports education curriculum for the second year of middle school was estimated very weak.

Table N° 3: shows the frequencies and percentages of life skills included in physical and sports education curriculum for the third year.

N	Life skills	frequencies		Total	N° of Basic competencies indicators	percentages	Degree
		manifest	Implicit				
01	Social skills	08	08	16	59	27.11	Weak
02	Communication skills	01	09	10		16.94	Very weak
03	Belonging skills	03	14	17		28.81	Weak
04	Self confidence skills	00	04	04		6.77	Very weak
05	Tolerance skills	03	01	04		6.77	Very weak
06	Organiing skills	02	01	03		5.08	Very weak
07	Leadership skills	22	11	33		55.93	Average
08	Physical skills and tallent skills	01	01	02		3.38	Very weak
09	Skills of responsibility	03	10	13		22.03	Weak
10	Taking the right decisions skills	00	01	01		1.69	Very weak
11	Thinking and exploring	03	05	08		13.55	Very weak
12	Self consideration	03	01	04		6.77	Very weak
13	Psychological presure management skills	00	01	01		1.69	Very weak
14	Security and safty skills	01	01	02		3.38	Very weak
15	Time management skills	01	05	06		10.16	Very weak
16	Self-esteem skills	19	12	33		55.93	Average
17	Problem solving skills	03	02	05		8.47	Very weak
18	Criticalthinking skills	00	02	02		3.38	Very weak
The average life skills included in physical and sports education curriculum for the first year						15.44	Very weak

Through table 3 which includes 18 life skills, and after analyzing the physical and sports education curriculum for the first year of the middle school, we notice that there were varying degrees between these life skills. The “physical skills and skill of talent”, “solving problems skills” were estimated average followed by “social skills”, “taking the right decision skills” and “self-confidence skills” at a weak percentage. The remaining skills were included in the curriculum with a very weak percentage. Hence, the average life skills included in the physical and sports education curriculum for the second year of middle school was estimated very weak.

Table N° 4: shows the frequencies and percentages of life skills included in physical and sports education curriculum for the fourth year.

N	Life skills	frequencies		Total	N° of Basic competencies indicators	percentages	Degree
		manifest	Implicit				
01	Social skills	07	11	18	87	20.68	Weak
02	Communication skills	05	16	21		24.13	Weak
03	Belonging skills	07	06	13		14.94	Very weak
04	Self confidence skills	00	02	02		2.29	Very weak
05	Tolerance skills	10	03	13		14.94	Very weak
06	Organiing skills	05	05	10		6.89	Very weak
07	Leadership skills	24	11	35		40.22	Average

08	Physical skills and tallent skills	00	03	03		3.44	Very weak	
09	Skills of responsibility	05	08	13		14.94	Very weak	
10	Taking the right decisions skills	06	00	06		6.89	Very weak	
11	Thinking and exploring	05	01	06		6.89	Very weak	
12	Self consideration	02	00	02		2.29	Very weak	
13	Psychological presure management skills	01	02	03		3.44	Very weak	
14	Security and safty skills	00	02	02		2.29	Very weak	
15	Time management skills	28	23	51		58.62	Average	
16	Self-esteem skills	02	00	02		2.29	Very weak	
17	Problem solving skills	01	00	01		1.14	Very weak	
The average life skills included in physical and sports education curriculum for the first year						13.31	Very weak	

Through table 4 which includes 17 life skills, and after analyzing the physical and sports education curriculum for the first year of the middle school, we notice that there were varying degrees between these life skills. The “Physical skills and skill of talent”, “solving problems skills” were average, followed by “social skills” and “communicative & intercourse skills” were estimated to a weak percentage. What regards the remaining skills were included in the curriculum at a very weak rate. Consequently, the average of life skills included in the physical and sports education curriculum for the fourth middle school year was estimated to a very weak degree.

The research hypothesis discussion:

Research hypothesis: Through tables 1,2,3 and 4, we deduced that the physical and sports education curriculum addressed to the four years pupils of the middle school includes some life skills with average rate and other life skills with a very weak percentage.

The failure of this hypothesis due mainly to the building foundation and design of the physical and sport education curriculum for the four years of the middle school. We noticed, through the previous results, the lack of integration, harmony and continuity of life skills for the four years of the middle school stages. For example, in table 1 the curriculum included 18 life skills with a varying degree but these skills did not continue all of them till the final stage; until the fourth year of middle school education.

It’s, also, noticed that the physical and sports education curriculum did not pay attention to these stages characteristics and to the pupils readiness and needs. For example, through the results, the “skill of feeling responsible” were estimated very weak in the physical and sports education curriculum for all the four years. Knowing that the skill of responsibility, “where the individual feels responsible of his own behavior, he is convinced about what he does, he fumble his role in the social life without hesitation and he does not get the feeling of remorse for his behavior”; (Abdelkader, 1993. P: 46).

Referring to the specificities and characteristics of this stage, Fouad EsSayed (1998) mentioned: “Children alienate from their parents and the parents upset from their children, this is because adolescent, at this critical stage becomes ungainly and does not care about responsibility”. In the same view, Mohammed Aouadh (1999) said: “The adolescent is still a child who should learn gradually to feel responsible of his behavior but unfortunately most of parents do bear the results of their children actions”

For Dr. Oussama Kamel Rateb (2001): “The exaggeration of those who do care about sports upbringing of a teenager, and who do take decision on his behalf as to choose the kind of sport, make him not responsible of his actions”. This is one of the main and delicate points in the personality building of the teenager. For that, persons who do prepare the curriculum, should take in account this point through the arrested objectives and goals to be reached

The results showed, also, that the critical thought skill in the physical and sports education curriculum is included at a very weak rate for all the four years of the middle school education, this is in contrary with the theoretical side where we observe that there are changes at the level of the adolescent mental abilities. “At this age, for the adolescent, the moral concepts start to grow up, and he increases his abilities to inference, to judge, to solve problems and he’ll be capable to analyze, to synthesis and to assemble accurate generalizations”. (Mohammed Titi) This what Alaeddine Kifai (2006) confirmed while saying: “In the adolescence stage, a new mindset appears; critical thought which perfectly reflects a behavior characterized by emotion and mood. Through such a way of thinking, the adolescent want to discover, among what he does face during practicing sport, where the truth and the error exist”. (Kifai,2006. P:345).

For that we should exploit the adolescent mental and intellectual readiness to promote his thoughtfulness value through physical and sport educational curriculum during the middle school education.

Therefore, the middle school stage is considered one of the most fertilize stages in acquiring life skills necessary to keep pace with the newest in life and in the world. This what studies do confirm, “The middle school education is one of the most important stages in the personality formation for the learner and the most important educational ladder stage that it’s

curriculum may contribute in building and nurturing learners who are expected to be leaders. In this stage, the learner will acquire different habits, different behaviors and his capacities, his mental readiness will be developed and so he'll be able to best understand the relationships and how to exercise them." (Messoudi, 2011. P: 120

According to what has been said, it becomes necessary for those who are required to design physical and sports educational curriculum for the middle school education to adopt life skills in the programs and provide them through skills restriction that pupils in this stage should acquire with what follows from needs and readiness without forgetting the active role of the teacher in the activation of these skills through awareness by organizing workshop to determine the importance of life skills in our life, how to develop them and how to grow them among pupils who is the center of the educational process and the reflective mirror for the future.

4. CONCLUSION

In the light of the results statistically treated, we reached the following:

1. The physical and sports education curriculum for the first year of the middle school includes some life skills with a weak degree.
2. 2- The physical and sports education curriculum for the second year of the middle school contains some life skills with a very weak rate.
3. 3- The physical and sports education program for the third year of the middle school contains some life skills with a very weak degree.
4. 4- The physical and sports education curriculum for the fourth year of the middle school includes some life skills with a very weak percentage.
5. Consequently, we deduced that the physical and sports education curriculum for the four years of the middle school stages includes some life skills with a very weak rate.

5. RECOMMENDATION

1. Develop the physical and sport educational curriculum in the light of the life skills.
2. Design physical and sport educational curriculum based on the life skills taking in account the pupils needs and readiness in the middle school education, social realities and the epoch demands.
3. Lead other similar studies to cope other educational stages.

6. REFERENCES

- 1- Ahmed Abdelmu'ti, Du'a Mohammed Mustapha. (2008). Life Skills. Cairo. Dar Al-Sahab for publishing and distributing.
- 2- Hussam Mohammed Mazen. (1, 2002). Proposed model for Including some of Life Skills in the scientific curriculum system in the framework of performance concepts and total quality. The 14th scientific symposium. "Learning methods in the light of Performance". The 1st volume. Ain Chems University, Cairo. 27.
- 3- Souad Djawdette Ahmed and Ibrahim Abdellah. (2004). The contemporary studying curriculum. Amman. Dar Al-Fikr
- 4- Taha Faradj Abdelkader. (1993). Psychology Encyclopedia and Psychoanalysis. First edition. Cairo.
- 5- Adel Es-Seyed Ali. (2009). Life Skills Methodical Strategy. Alexandria. The New Dar of the University.
- 6- Abdulkarim Abdussamed Sudani and Abbass Fadhil Taleb Sudani. (2011). Biological books Analyzing study for Medium school stage in the light of life skills. Qadisiyah revue in Literature Educational sciences. Volume 10, N° (3-4), (133-117).
- 7- Abdurahmane Mohammed Issawi. (1985). Physiological Psychology (Study in Human Behavior Interpretation). Dar Al-Maarifa of the =University.
- 8- Afaf Othman Othman, Nadia Rashed Daoud, Mustapha Kamel Zankaluni. (2007). Lights on the Sport Educational Curriculum. Alexandria. Dar Al-Wafa of Dounya for Editing and Publishing.
- 9- Aladdin Kafi. (2006). The Adolescent Psychological Growth. Dar Al-Ma'arifa of the University.
- 10- Fuad Ismail Sulayman I'yad and Huda Bessam Mohammed Saaddine. (2010). The Efficiency of Proposal conception for including some Life Skills in Technological Program for the Tenth Fundamental Classes in Palestine. Revue of Al-Aqssa University. (Human Science series). Volume 10, N° 01 PP: 174-218.
- 11- Fuad Al-Behi As-Sayed. (1988). Psychological Foundations for the growth from childhood to old age. Cairo: Dar Al-Fikr Al-Arabi.
- 12- Maher Ismail Mohammed and Mohammed Aboufoutouh Sabri. (2004). The 8th Scientific Symposium: "The Absent Dimensions in the sciences curriculum in the Arab World, Egyptian Association, Ain Chess University, Heliopolis, 287.

AGGREGATE CORRESPONDENCE

Authors: **ABBAS Amira** Institute of Physical Education and Sports Abdelhamid Ibn Badis University- Mostaganem- UMAB IEPS labo paps

E-mail address: abbas.amira27@gmail.com