

TRENDS STUDENTS IN THE FINAL YEAR IN BEN CHBIRA BU SAADA SECONDARY SCHOOL - ALGERIA, TOWARDS PHYSICAL & SPORT EDUCATION ACTIVITY AS A FUTURE CAREER.

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Abstract

Educational institutions are the origin of socialization and its second environment. It is full of public education contents to be offered to people of society in all scientific and knowledge fields, especially physical and sport education as it is a part and parcel of education as it aims to build young people psychologically, physically, socially and ethically. Physical and sport education encourages all of us to be more interested in the youth and their various talents and provide suitable atmosphere for them and their hobbies in addition to provide them with suitable possible equipments and preparations to practice all activities that enable to form and develop individual personalities. Among those students, there are students of the third secondary stage who reached their last educational stage and are ready to face practical life and choose their professional career's future after joining higher education.

Keyword: Psychological, Attitudes, Education, Future Job

1. INTRODUCTION:

Problem of the Study:

Attitudes are among important fields in social psychology in general and sport psychology in particular. The aim of practicing physical and sport activity currently is cognitive, kinetic and physical formation of students to be efficient in future who is able to practice activities for others with multiple ways and in a serious way, so he will be ready for submitting this activity (such as a job) with convenience. To determine secondary students' attitudes towards physical and sport activities in the future, a variable sample was chosen from all sections of Mohamed Al Sherif Ben Chebira Secondary School at Bu Saada with 93 members (statistical units) of males and females and from five sections, so both researchers summed up the problem of the study in the following:

- 1- Are there statistically significant differences between males and females in the same section in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?
- 2- Are there statistically significant differences between males and females in all sections in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?
- 3- Are there statistically significant differences between males and females among various sections in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?

Psychological Attitudes:

Definitions may vary according to variation of psychological schools, but there is a linking line between all definitions. In addition, the word "attitude" is derived from the word "aptitude" which means readiness. This means that attitude takes the meaning of readiness to make an action, but both words soon separated as "aptitude" became representing readiness in terms of muscular and mental abilities, while "attitude" took other meaning falls generally within being an acquired strength that makes individuals act in their own way.

Thomas, W. definition: Attitude is a mental state towards value.

Mead, H. G. definition: Attitudes are an organized set of responses.

Allport, G. H. comprehensive definition: Attitude is an organized mental and nervous position through experience and it has a direct or dynamic effect on individual's responses towards something.

Physical & Sport Activity:

It is an educational activity or what is called: “physical and sport education lesson”. In addition, there is competitive training which is a set of supplementary internal and external exercises. Physical and sport activity is like physical and sport activities practiced inside the educational institution in secondary education stage including competitive and non-competitive sport tournaments inside and outside the institution by teachers of institutions itself and especially by the related group of external school sports.

Secondary Education:

Secondary education stage is the stage that follows all types and branches of basic education. This stage is simultaneous with adolescence age according to classification of psychological growth stages as this division is identical to the educational system with stages of a person’s growth.

Adolescence:

The term “adolescent” is derived from the noun “adolescence” which is the period between the end of childhood and the beginning of adulthood. Thus, an adolescent is considered a child and not an adult. Rather, he lies in the effective strength field of combined effects and expectations between childhood and adolescence in its accurate meaning being the stage that leads persons to full maturity for males and females as it extends from adulthood till puberty.

2. METHODOLOGY OF THE STUDY:

The current study is based on the descriptive method because, as said by researcher Abdelhady, this type of research has special importance in the field of humanistic studies especially as it is used to explore people’s opinions and attitudes towards a certain situation and is also used to determine a specific issue related to a certain group or category of people. Actually, this study adopts opinions and attitudes of an important category in society (third secondary stage students) about their future ambitions towards this vital activity, but using comparison in terms of some variables of the study.

Sample of the Study:

The sample is a subgroup of elements of a certain research (6 elements) and the current sample is represented according to the following limits:

Space limits: Mohamed Al Sherif Ben Chebira Secondary School at Bu Saada at Al M’sila State.

Time limits: The study was conducted in April, 2014

Human limits: The study was approved for the final third secondary year for 2013 / 2014. Population of the study consists of about 450 units. 93 respondents were studied throughout a normal school day from all classes of society, males and females, with the following characteristics:

Table (1): Characteristics of the Sample Due to Variables of the Study

variables	Gender		Study section				
	Male	Female	Math	Engineering	Management	Arts	Sciences
Number	39	54	05	07	07	31	43
Σ	93		93				

Table (2): Values of Section of Experimental Science Due to Gender

Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial
2	12	34	2	37	23	1	72	12	1	50	1
2	26	35	2	37	24	1	72	13	1	37	2
2	35	36	2	32	25	1	50	14	1	43	3
2	62	37	2	34	26	1	54	15	1	60	4
2	42	38	2	38	27	1	34	16	1	47	5
2	25	39	2	36	28	2	41	17	1	53	6
2	31	40	2	37	29	2	42	18	1	17	7
2	31	41	2	36	30	2	51	19	1	37	8
2	38	42	2	29	31	2	11	20	1	50	9
2	39	43	2	28	32	2	14	21	1	41	10
			2	41	33	2	48	22	1	72	11

1 = Males

2 = Females

Table (3): Values of Arts & Philosophy Due to Gender:

Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial
2	45	25	2	54	17	1	65	9	1	65	1
2	50	26	2	49	18	1	69	10	1	60	2
2	36	27	2	51	19	2	32	11	1	66	3
2	45	28	2	55	20	2	30	12	1	47	4
2	31	29	2	36	21	2	39	13	1	67	5
2	33	30	2	32	22	2	31	14	1	68	6
2	32	31	2	52	23	2	53	15	1	56	7
			2	39	24	1	69	16	1	55	8

1 = Males

2 = Females

Table (4): Values of Management & Economics Section Due to Gender:

Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial
2	45	06	1	45	04	1	9	01
2	44	07	2	35	05	1	49	02
						1	66	03

Table (5): Values of Electric Engineering Section Due to Gender:

Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial
1	25	06	1	15	04	1	18	01
1	30	07	1	38	05	1	16	02
						1	33	03

Table (6): Values of Mathematics Section Due to Gender:

Gender	Marks	Serial	Gender	Marks	Serial	Gender	Marks	Serial
2	49	05	1	54	03	1	44	01
			2	18	04	1	53	02

Tool of the Study:

The current case study used a questionnaire prepared by the researchers with its psychometric characteristics (see annex No. 01 at the end of the study):

- A. Reliability:** it is shown by dividing the questionnaire, as correlation coefficient after length adjustment was 0.89 which is a strong degree.
- B. Validity:** Internal consistency among items of the questionnaire was clear as mutual correlation coefficients ranged between 0.68 and 0.78 so it can be said that the questionnaire is reliable and valid.

Statistical Analysis of Results of the Field Study:

Comparing Both Genders in Each Section:

Students of Experimental Sciences Section (Males & Females):

Table (7): values of central tendency measurements for both groups (males and females), experimental sciences section:

Standard error	Standard deviation	Arithmetic mean	sample	
3.759	15.036	49.31	16	Males
2.142	11.130	34.56	27	Females

A- Analysis of table (7) values

Table (7) shows that the arithmetic mean value for males is much higher than for females and for the formers' sake.

B. Explaining results of table (7)

This result shows that males hold more positive psychological attitudes than females towards physical and sport education as a future job.

Table (8): values of T-test for differences between both independent groups (males and females), experimental sciences sample:

T value	Significance level	Freedom degree	Means differences	S.D differences
3.68	0.001	41	14.75	4.007

B- Analysis of table (8) values

Table (8) shows that the significance level value **0.001** is less than α with its two values 0.01 and 0.05 which is statistically significant.

B. Explaining results of table (8)

This result shows that there are statistically significant differences between males and females. Males in experimental sciences section hold more positive psychological attitudes than females towards physical and sport education as a future job.

Students of Arts & Philosophy Section (Males & Females):

Table (9): Statistical values (males and females), Arts & Philosophy section:

Standard error	Standard deviation	Arithmetic mean	Sample	
2.255	7.131	61.80	10	Males
1.996	9.147	40.81	21	Females

A. Analysis of table (9) values

Table (9) shows that the arithmetic mean value for males is much higher than for females and for the formers' sake. In addition, the two values of S.D are not close in this section.

B. Explaining results of table (9)

This result shows that males hold more positive psychological attitudes than females towards physical and sport education as a future job.

Table (10): values of T-test for differences between both independent groups (males and females), Arts & Philosophy Section:

T value	Significance level	Freedom degree	Means differences	S.D differences
6.373	0.000	29	20.99	3.293

A. Analysis of table (10) values

Table (10) shows that the significance level value **0.001** is less than α with its two values 0.01 and 0.05 which is statistically significant.

B. Explaining results of table (10)

This result shows that there are statistically significant differences between males and females. Males in experimental sciences section hold more positive psychological attitudes than females towards physical and sport education as a future job for the sake of males in Arts & Philosophy section as well.

Students of Management & Economics Section (Males & Females):

Table (11): Statistical values (males and females), Management & Economics section:

Standard error	Standard deviation	Arithmetic mean	Sample	
3.982	5.964	42.25	4	Males
3.180	6.508	41.33	3	Females

A. Analysis of table (11) values

Table (11) shows that the arithmetic mean value for males is cumulative with females and this is also clear in the two values of S.D.

B. Explaining results of table (11)

This result shows that males and females in this section hold the same psychological attitudes towards physical and sport education as a future job.

Table (12): values of T-test for differences between both independent groups (males and females), Management & Economics Section:

T value	Significance level	Freedom degree	Means differences	S.D differences
0.064	0.952	5	0.952	6.293

A. Analysis of table (12) values

Table (12) shows that the significance level value 0.952 is more than α with its two values 0.01 and 0.05 which is statistically insignificant.

B. Explaining results of table (12)

This result shows that there are no statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job for the sake of males in Management & Economics section.

Students of Mathematics Section (Males & Females):

There were no comparisons in electrical engineering section as they are all males

Table (13): Statistical values (males and females), Mathematics section:

Standard error	Standard deviation	Arithmetic mean	Sample	
3.180	5.508	50.33	3	Males
15.500	21.920	33.50	2	Females

A. Analysis of table (13) values

Table (13) shows that the arithmetic mean values for males and females is not close

B. Explaining results of table (13)

This result shows that males and females in this section hold different psychological attitudes towards physical and sport education as a future job.

Table (14): values of T-test for differences between both independent groups (males and females), Mathematics Section:

T value	Significance level	Freedom degree	Means differences	S.D differences
1.37	0.263	3	16.833	12.261

A. Analysis of table (14) values

Table (14) shows that the significance level value 0.263 is more than α with its two values 0.01 and 0.05 which is statistically insignificant.

B. Explaining results of table (14)

This result shows that there are no statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job in Mathematics section despite the divergence between means.

Comparing Males and Females for the Whole Sample and for all Sections:

The number of individuals of the whole sample (third secondary students with all sections of Mohamed Elsharif Secondary school) 2013 / 2014 was 93 out of original population of 460 individuals statistically.

Table (15) statistical values of the groups of genders for all sections

Standard error	Standard deviation	Arithmetic mean	Sample	
2.761	17.465	47.55	40	Males
1.472	10.719	37.38	53	Females

A. Analysis of table (15) values

Table (15) shows that the arithmetic mean value for males is much different than for females.

B. Explaining results of table (15)

This result shows that males hold positive psychological attitudes than females in this section towards physical and sport education as a future job in all sections.

Table (16): values of T-test for differences between both independent groups (males and females) for the whole sample:

T value	Significance level	Freedom degree	Means differences	S.D differences
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3.466	0.001	91	10.173	2.935
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A. Analysis of table (16) values

Table (16) shows that the significance level value 0.001 is more than α with its two values 0.01 and 0.05 and it is statistically significant.

B. Explaining results of table (16)

This result shows that there are statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job in all sections.

Differences between Sections for the Whole Sample:

Table (17): descriptive statistical values of complete sample attitudes towards physical education due to each section:

Max. value	Min. value	Trust 95%		Standard error	Standard deviation	Mean	Sample	Descriptive statistics
		Max. value	Min. value					
72	11	44.50	35.59	2.207	14.475	40.05	43	Experimental sciences
69	30	52.37	42.79	2.345	13.058	47.58	31	Arts & philosophy
66	9	57.81	25.91	6.519	17.247	41.86	7	Management & economics
38	15	33.34	16.66	3.409	9.018	25.00	7	Electrical engineering
54	18	62.03	25.17	6.638	14.843	43.60	5	Mathematics
72	9	44.81	38.70	1.538	14.828	41.75	93	Total

Table (18): ANOVA Test values for a single group for the whole sample in all sections

Significance	"F"	S.D average	Freedom degree	Total S.D	
0.004	4.072	789.950	4	3159	Inter-groups
		193.972	88	17069.513	Intra-groups
			92	20229.312	Total

A. Analysis of values of table (17) and (18):

Values of both tables show that man values are high in Arts & Philosophy section, followed by mathematics, management and then experimental sciences and finally electrical engineering. In addition, the significance level value 0.004 is less than α with its two values 0.01 and 0.05 which is statistically insignificant.

B. Explaining results of table (17) and (18):

There are statistically significant differences between sections with variable trends. First, the literary section which is similar to religion specialization and the last one is electrical engineering whose students like scientific and technical specializations. However, there is a strict trend by mathematics students to perform this activity in future for it contains euphoria, activity and renewal as well as economical and health benefits which was noticed by the researchers in some sample members from mathematics section.

3. DISCUSSING RESULTS

Questions of the study:

- 1- Are there statistically significant differences between males and females in the same section in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?
- 2- Are there statistically significant differences between males and females in all sections in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?

- 3- Are there statistically significant differences between males and females among various sections in psychological attitudes of the third secondary stage students towards physical and sport education activity as a future job?

And the study concluded that:

- There are statistically significant differences between males and females. Males in experimental sciences section hold more positive psychological attitudes than females towards physical and sport education as a future job.
- There are statistically significant differences between males and females. Males in experimental sciences section hold more positive psychological attitudes than females towards physical and sport education as a future job for the sake of males in Arts & Philosophy.
- There are no statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job for the sake of males in Management & Economics section.
- There are no statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job in Mathematics section.
- There are statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job for all sections.
- There are statistically significant differences between males and females in their psychological attitudes than females towards physical and sport education as a future job for different sections.

4. CONCLUSION:

studying secondary education sample attitudes towards adopting physical and sports education activities as a future job showed that males in many sections tend to perform this job that is seen by many as for males. This does not mean that there are no females. The most shared section is Arts and Philosophy followed by mathematics. Despite their small values, they showed positive trends towards the activity as a future job, so it is better to follow these trends in other secondary schools to ensure these results and remains the question:

Are students in other secondary schools hold the same attitudes towards this activity as a future job?

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