



REVIEW ARTICLE

THE ROLE OF SCHOOL IN DEVELOPING SPORTS CULTURE AMONG PUPILS

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ARTICLE INFO

Article History:

Received 10th November, 2019
Received in revised form
07th December, 2019
Accepted 29th January, 2020
Published online 28th February, 2020

Keywords:

Sports Culture, Pupils,
School Sports,
Physical Education, Egypt.

ABSTRACT

Aim: The current study aimed to identify the role of the school in developing aspects of sports culture among pupils through a lesson of physical education as well as school sports. That is through the opinion of a group of physical education teachers. **Methods:** The researcher used the descriptive method (surveying method) with its steps and procedures for its appropriateness to achieve the research goals. Community of the research is represented of (72) physical education teachers in the preparatory stage in Minia Governorate, Egypt. **Materials:** The researcher designed a questionnaire aiming at recognizing the role of the school in developing aspects of sports culture among pupils. **Results:** The most important result was from the viewpoint of physical education teachers (research sample), the school does not play enough role in developing sports culture among pupils. And we must focus on this aspect and taking this into account in physical education curricula.

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INTRODUCTION

The objective of school sports is the enrichment of the school experiences of pupils within the context of the educational mission of schools. As such, school sports should be educational and contribute to the overall education of all pupils. Other objectives of school sports logically follow from the educational mission: citizenship, sportsmanship, fair play, teamwork, respect, sport culture and health and welfare of all pupils not only during the school years but continuing into adulthood. Educating individuals in terms of physical, cognitive, emotional and social aspects as a whole is among basic principles of the modern education concept. Achieving educational aims with this modern perspective is only possible through physical education of individuals along with cognitive education. Physical education is an ideal field where cooperation, a suitable level of competition, personal and social responsibility are taught (Pettifor, 1999), and it is an inseparable part of the general education. Games as well as activities which are arranged in the form of games and which prepare the students for future sports activities beginning from the primary school are of great importance. It is hard or even impossible to acquire some skills and physical activity habits after a certain age. Therefore, it is schools' responsibility to create a suitable learning environment, and make students get into the life-long habit of daily physical activities and gain a healthy life style (Yakup K. 2017).

School sport as part of school physical education has a vital role in the education of young people. As an indispensable extracurricular activity of the pupils, Also through physical exercise and exercising pupils will perfect their body and their health. And all of these are going to be built into their personality – one and only, unique and irreproducible (Zivanovic N, et al. 2009). Physical Education and Sports in the School have the potential to make significant and distinctive contributions to students' development in a number of aspects: physical, lifestyle, affective, sports culture, social, and cognitive. (Bailey R. 2016) Physical Education also prepare the students to implement an active lifestyle in their lives by the development of sporting skills through age/ability-appropriate and sequential lessons. (Haywood K 1991). This study aimed to identify the role of the school in developing the sports culture among pupils through a lesson of physical education as well as school sports. That is through the opinion of a group of physical education teachers.

MATERIALS AND METHODS

Method of the research: The researcher used the descriptive method (surveying method) with its steps and procedures for its appropriateness to achieve the research goals.

Community and sample of the research: Community of the research is represented of physical education teachers in the preparatory stage in Minia Governorate, Upper Egypt, which number (187) teachers who are teaching physical education for the academic year 2018/2019.

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The researcher chose the sample of the research in an intentional manner, and they numbered (72) teachers, representing (39%) of the research community.

Steps of the research

Applying the research: After determining the sample and testing the data collection tool and confirming its validity and reliability, the researcher applied it on all the sample individuals. The application period was from 25/2/2019 to 14/3/2019.

STATISTICS

An SPSS statistical package (version 22) was used to analyze the data. The collected data was processed using the percentage, correlation coefficient, Cronbach Alpha, estimated balance, the relative weight, the percentage and chi square.

RESULTS

Table (1) presents the statistical data of the research sample opinions (72 physical education teachers) in the statements of the first axis: "Benefits of Sport". The results shown in Table (1) refer to the response of the sample opinions for the statements of the first axis, the arithmetic mean from the research sample (M), standard deviation (SD), the relative weight and the tabulated (Chi) square.

It is shown from table (1) the following: The arithmetic mean of the research sample opinions in the statements of the first axis: "Benefits of Sport" was (1.72), the relative weight (56.8 %) and the CHI square (35.92). Table (2) presents the statistical data of the research sample opinions (72 physical education teachers) in the statements of the second axis: "Technical sports information".

It is shown from table (2) the following: The arithmetic mean of the research sample opinions in the statements of the second axis: "Technical sports information" was (1.99), the relative weight (65.7 %) and the CHI square (31.50). Table (3) presents the statistical data of the research sample opinions (72 physical education teachers) in the statements of the third axis: "General sports information".

It is shown from table (3) the following: The arithmetic mean of the research sample opinions in the statements of the third axis: "General sports information" was (1.40), the relative weight (46.2 %) and the CHI square (6.32).

DISCUSSION

It is shown from table (1) the following: The average of the sample answers to the first axis questions (the benefits of sports) was (1.72). It falls on 3-point-Likert scale within the second interval (1.67- 2.33) (neutral). This means that physical education teachers (research sample) are not very satisfied with the school's role in developing sport culture among pupils.

Table 1. The first Axis: Benefit of Sports

STATEMENTS		RESPONSE			MEAN	STD.	RELATIVE WEIGHT	CHI SQUARE
		AGREE	NEUTRAL	DISAGREE				
Understand and know sports benefits for fitness	F	19	49	4	2.21	.529	72.9	43.75
	%	26.4	68.1	5.6				
Understand and know sport benefits for Health	F	1	49	22	1.71	.488	56.4	48.25
	%	1.4	68.1	30.6				
Understand and know sport benefits for psychological Aspects	F	0	34	38	1.47	.503	48.5	22.22
	%	0	47.2	52.8				
Understand and know sport benefits for social Relationships	F	15	29	28	1.82	.757	60.1	5.08
	%	20.8	40.3	38.9				
Understand and know sport benefits for academic Level	F	8	12	52	1.39	.683	45.9	49.33
	%	11.1	16.7	72.2				
Total of 1. Axis	F	43	173	144	1.72	.272	56.8	35.92
	%	12	48	40				

Table 2. The second Axis: Technical sports information

STATEMENTS		RESPONSE			MEAN	STD.	RELATIVE WEIGHT	CHI SQUARE
		AGREE	NEUTRAL	DISAGREE				
Technical information about some motor skills	F	27	38	7	2.28	.633	75.2	20.58
	%	37.5	52.8	9.7				
Help and support a colleague during a sport performance	F	14	29	29	1.79	.749	59.1	6.25
	%	19.4	40.3	40.3				
Know safety and security factors while a sport performance	F	14	36	22	1.89	.703	62.4	10.33
	%	19.4	50.0	30.6				
Total of 2. Axis	F	55	103	58	1.99	.420	65.7	31.50
	%	25	48	27				

Table 3. The third Axis: General sports information

STATEMENTS		RESPONSE			MEAN	STD.	RELATIVE WEIGHT	CHI SQUARE
		AGREE	NEUTRAL	DISAGREE				
Some Information about different types of sport	F	7	29	36	1.60	.664	52.8	19.08
	%	9.7	40.3	50.0				
Kinds of sports for different age groups	F	1	13	58	1.21	.442	39.9	75.25
	%	1.4	18.1	80.6				
Total of 3. Axis	F	8	42	94	1.40	.372	46.2	6.33
	%	6	29	65				

In terms of the importance of sports in physical fitness, health, psychological state, social relations and the academic level of pupils.

It is shown from table (2) the following: The arithmetic mean of the research sample opinions to the second axis: "Technical sports information" was (1.99). It falls on 3-point-Likert scale within the second interval (1.67- 2.33) (neutral). It means that the research sample from physical education teachers is satisfied with the school's role in this axis more than the first axis. The relative weight was (65.7 %) and the CHI square (31.50).

It is shown from table (3) the following: Among the research sample opinions in the statements of the third axis: "General sports information" it was the lowest mean (1.40), the relative weight (46.2 %) and the CHI square (6.32). Those explain that physical education teachers (research sample) are not satisfied with the school's role in developing sport culture among pupils. In terms of the General sports information.

Conclusion

From the viewpoint of physical education teachers (research sample), the school does not play enough role in developing sports culture among pupils. We must focus on this aspect and taking this into account in physical education curricula

Acknowledgement

The Researcher offer sincerely thanks and great appreciation to all those who contribute to make this work to appear to its fullest, particularly the experts in the field.

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