

The Practice of Physical Sports Activities and Its Relationship with Academic Achievement in Light of the Introduction of a New Curriculum and a Specialized Teacher in the Primary Education Stage (A Field Study of Primary Schools in the Wilaya of Touggourt)

ممارسة النشاط البدني الرياضي وعلاقته بالتحصيل الدراسي في ظل استحداث مقرر دراسي وأستاذ مختص في مرحلة التعليم الابتدائي
(دراسة ميدانية لابتدائيات ولاية توقورت)

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Abstract : Believing in the importance of physical education and its effective role in shaping the learner's personality at every educational stage, especially in the primary education stage, our study aims to shed light on the topic of practicing physical sports activities and their relationship with academic achievement among primary school students in light of the presence of a new curriculum and a specialized teacher. This is a field study conducted on the teachers of primary schools in the Wilaya of Touggourt.

Keywords: Physical Sports Activities; Academic Achievement; Physical Education Teacher; Curriculum

المخلص : إيماننا بأهمية التربية البدنية الرياضية ودورها الفعال في بناء شخصية المتعلم في كل مرحلة تعليمية، وخاصة في مرحلة التعليم الابتدائي، تهدف دراستنا إلى تسليط الضوء على موضوع ممارسة النشاط البدني الرياضي وعلاقته بالتحصيل الدراسي لدى تلاميذ الطور الابتدائي في ضوء وجود مقرر دراسي وأستاذ مختص، دراسة ميدانية على أساتذة ابتدائيات ولاية توقورت.

- الكلمات المفتاحية : النشاط البدني الرياضي ، التحصيل الدراسي ، أستاذ التربية البدنية الرياضية، المقرر الدراسي

Introduction:

The primary education stage is fundamental in shaping the learner's personality psychologically, mentally, and socially. The more well-rounded, beneficial, and effective the school upbringing, the more balanced, positive, and productive the individual's personality will be, holding a valuable place in society. This can only be achieved through the objectives of the curriculum and the educational content in each subject.

Physical education is a subject and an essential part of general education, based on foundations with aims and objectives that seek to fulfill the learner's health and physical needs, which also reflect on their mental and emotional life. Physical sports activities have become a significant field of physical education and one of the practices that direct the learner's physical development using exercises, health measures, and some psychological and ethical methods. As a result, it contributes to developing their abilities through various activities that involve play, physical effort, and early talent discovery. It is a foundation that individuals rely on in their daily lives, helping them become valuable members of society, equipped with experiences, skills, and broad perspectives that integrate them into their community, keeping pace with the growth and development of their social environment. It is noted that practicing physical sports activities contributes to enhancing and increasing academic achievement.

As part of the ongoing reforms within the educational system in Algeria and to achieve modern educational objectives, the Ministry of National Education has implemented new amendments following evaluation processes. These changes

have impacted many subjects, including the revision of the curriculum and teaching methods for physical education, assigning the subject to specialized teachers, and employing a large number of graduates from specialized institutes in primary schools.

Problematic

Physical education is considered a subject like any other educational subject that students learn at any educational level. Engaging in physical activities is equally important, as it aims to develop various aspects of a person's personality, including practical, psychological, physical, social, and moral dimensions. These goals are embodied in the activities provided, which work to refine the spirit and mind and acquire high morals that contribute to the comprehensive development of a good citizen. Given the importance of this activity in primary education and based on scientific results from various studies in this field, which highlight the importance and role of engaging in physical activities at different educational levels.

Physical education was traditionally taught in primary education by an Arabic language teacher who lacked knowledge and training in this subject. The activity was presented to students through personal efforts, which led to a noticeable deficiency in the techniques and methods of presenting this subject. Moreover, it was often neglected in some educational institutions due to a lack of competence and necessary resources. Studies, including one by Sufyan Zahwa Ni (2022), titled "The Importance of Physical and Sports Activity in Primary

Education and Its Impact on the Psychological and Social Development of Children," have explored these issues.

To continue the reform process, the Ministry of National Education has prioritized this issue, resulting in a new directive for the 2024/2023 academic year. On April 16, 2023, the Cabinet issued Decision No. 217/ W.T.W/ M.A.T/23 regarding the supervision of physical education and sports in primary education by specialized teachers.

This forms the basis of the research study aimed at investigating the relationship between physical activity and academic achievement in primary education, with the presence of a specialized curriculum and teacher. The following questions are addressed:

Main Question:

Is there a relationship between engaging in physical activities and academic achievement in the presence of a specialized teacher?

Sub-Questions:

1. Is there a relationship between engaging in physical activities and the development of cognitive abilities?
2. Is there a relationship between engaging in physical activities and increased motivation for achievement?
3. Does physical education play a role in developing students' academic skills?

Study Hypotheses:

To answer the above questions, the following hypotheses were proposed:

1. There is no relationship between engaging in physical activities and the development of cognitive abilities.
2. There is a relationship between engaging in physical activities and increased motivation for achievement.
3. Engaging in physical activities plays a role in developing students' academic skills.

Importance of the Study:

The importance of this study is determined by the significance of the topic itself. The study focuses on physical activity and its relationship with academic achievement among a sample of primary school students with the presence of a specialized curriculum and teacher.

- Highlighting the importance of physical activity in primary education.
- The study's importance lies in its novelty in this educational stage.
- Demonstrating the actual impact of a specialized teacher on students' academic achievement.
- This study serves as a basis for future research.

Objectives of the Study:

The objectives of this study are as follows:

- To uncover the relationship between engaging in physical activities and academic achievement with the presence of a specialized teacher.
- To investigate the relationship between engaging in physical activities and the development of cognitive abilities.

- To explore the relationship between physical activities and increased motivation for academic achievement.
- To identify the role of physical activities in developing classroom skills.

Operational Definition of Study Terms:

a. Curriculum: A pre-planned study conducted by students through a series of diverse educational activities. The curriculum is defined as a system in which the teacher, student, and educational materials interact. Thus, the curriculum is a part of the educational program and is also defined as a set of educational units with specific goals, content, and various pedagogical resources.

b. Physical Activity: An organized and intentional effort by the student with educational objectives.

c. Academic Achievement: The extent to which a student acquires knowledge, skills, and values in a subject or group of subjects, allowing them to either advance to the next grade or fail, based on achievement tests.

d. Physical Education Teacher: An individual who has received specialized training in physical education for no less than three years from an institute of physical education and sports, appointed under Ministerial Decision No. 217/2023.

e. Primary Education Stage: Refers to the first stage of compulsory free education in Algeria, where children receive their initial education from ages 6 to 11, according to Articles 11, 12, and 13 of Law 08/04 dated January 23, which includes the National Education Orientation Law.

Study Variables:

Concept of Physical Education:

According to Feri, it is part of general education and includes activities for physical and emotional development.

1.1 General Definition of Physical Education:

It is an integral part of general education aimed at developing a well-rounded individual in sensory, mental, motor, and social aspects at various educational stages (elementary, middle, and secondary).

It is a comprehensive aspect of education focused on the physical, practical, social, or emotional development of the individual through physical activities.

(Reference: Guide for Physical Education Teachers in the Arab World, 2013)

Concept of Activity:

It refers to any mental, behavioral, or biological process that utilizes the energy of a living organism, characterized more by spontaneity than by response. In modern times, physical activity has become an element of solidarity among sports groups and an opportunity for young people worldwide to get to know each other for the benefit of society. Additionally, it contributes to personal self-fulfillment by providing opportunities to demonstrate natural traits and achieve self-realization through effort and struggle, thus acting as a factor in social and sometimes professional progress.

2. Definition of Physical Activity:

3.1 Linguistically: It refers to a session or gathering, meaning a period allocated for physical education and sports in the curriculum.

3.2 Term Definition:

It represents the most important part of the physical education program, through which all experiences and educational materials that achieve curriculum goals are provided. It is expected that each student benefits from at least two sessions per week. It is considered a fundamental unit built sequentially and contextually within the curriculum content and implementation, being one of the teacher's key responsibilities, with each session having its specific educational objectives from a behavioral perspective.

Physical Activity and Sport Characteristics:

- The impact of physical activity and sport reflects on the athlete's daily lifestyle.
- Any activity performed by an individual is an expression of their personality.
- Physical activity contributes to the enhancement of cognitive and emotional functions in athletes.
- Sports activities are conducted according to rules, laws, and regulations that define the technical and organizational aspects of the activity.
- Physical activity is a result of the individual's overall personality.
- Types of Physical Activity:
- Recreational Physical Activity:
- Sport is closely related to recreation and has evolved within the context of recreational activities. Recreation is one of the oldest social systems connected with sport and may predate educational systems in its

association with sport. Humans have long used sport for pleasure, entertainment, and leisure activities. It is believed that recreational institutions and activities in modern society have become numerous and diverse, particularly concerning sports and physical activities. Participation is distributed among individuals and communities based on factors such as age, preferences, and skill level, which helps bridge generational gaps and strengthens social cohesion within communities.

- Competitive Physical Activity:
- The term "competition" is widely used in sports contexts and often serves as a synonym for "athlete." Competition generally refers to the struggle between two or more individuals or groups striving for something or achieving a specific goal. While achieving a goal may deprive other competitors of it, it also creates opportunities for goal achievement through effort and struggle. The intensity of competition increases as the end of the event approaches. According to Shaw, citing Ross and Haag, sports competitions can be categorized as follows:
 - Competition between individuals.
 - Competition between teams.
 - Competition between individuals and elements of nature.

Objectives of Teaching Physical Education in Primary Education:

1. Instilling healthy habits and correct principles.
2. Developing physical attributes (strength, speed, endurance, flexibility, agility).

3. Developing basic motor skills (walking, running, jumping, hopping, climbing).
4. Acquiring preliminary coordination of motor skills required for well-known sports activities.
5. Emphasizing recreational aspects and utilizing free time effectively.

8. Definition of Academic Achievement:

Academic achievement refers to the knowledge acquired and performance measured by standardized tests based on the information and educational content provided to students. This is typically assessed at the end of each academic term, approximately every three months, and is reflected in report cards.

9. Types of Academic Achievement:

Academic achievement can be categorized into three types:

1. High Achievement: In this category, students perform above the average level of their peers in the same grade and class, demonstrating a high level of utilization of their abilities and potential.
2. Average Achievement: Here, the student's performance reflects about half of their potential. Their performance and retention of information are moderate.
3. Low Achievement: This type is characterized by poor performance, where the student's results are significantly lower compared to their peers. Their utilization and benefit from the curriculum are minimal.

10. Factors Affecting Academic Achievement:

Most scholars agree that a person's performance or achievement in any field is influenced by various factors, which can be divided into:

1. **Internal Factors:** These include the individual's abilities, characteristics such as intelligence, motivation, self-esteem, and exam anxiety.
2. **External Environmental Factors:** These include the home, neighborhood, school, peers, and all aspects interacting with the student during their educational experience. Learning involves cognitive skills, mental capacities, and effective communication, and academic achievement is particularly enhanced through direct, effective interaction between teachers and students within the classroom, leading to improved results and overall performance.

11. Importance of Academic Achievement:

Mustafa Fahim points out that academic achievement is a topic of significant interest among educators, particularly those specialized in educational psychology, due to its importance in students' lives and their surroundings, including parents and teachers. Academic achievement is increasingly emphasized by those involved in the educational system as it is a key measure of evaluating student education across various levels. Educational psychologists study academic achievement from multiple perspectives, including its relationship with personality traits, cognitive factors, and environmental influences. Parents view academic achievement as an indicator of their children's

academic and cognitive development, while students see it as a means of self-fulfillment and recognition.

12. Definition of Primary Education Stage:

This stage, known by various names, is the initial phase of education where children are prepared for complete cognitive development. In some educational systems, it includes the kindergarten stage. The primary education phase aims to develop certain educational and personal skills in children, such as independence, initiative, decision-making, creativity, learning ability, self-esteem, and emotional communication skills. These skills help place the child on the initial steps of social participation and influence their internal and cognitive development.

13. Curriculum:

The curriculum refers to a structured plan for educational content that involves a series of diverse teaching activities supervised and guided by the teacher. The concept of the curriculum was introduced by the German philosopher and educator Herbart.

13.1 Characteristics of the Curriculum:

- **Integration:** Ensuring that different components of the curriculum work together cohesively.
- **Connection:** Maintaining a logical flow and relationship between different educational activities and content.
- **Gradual Progression:** Structuring content in a way that builds upon previous knowledge.

- **Applicability:** Ensuring that the curriculum is practical and relevant to real-world applications.
- **Flexibility and Variety:** Allowing for different teaching methods and content adaptations.
- **Training Students in Planning, Action, and Evaluation:** Encouraging students to engage in planning, executing, and assessing their own learning.
- **Organization and Processing of Information:** Focusing on arranging and managing information to serve the educational goals effectively.

Second: Field Procedures of the Study

1. Research Methodology:

Scientific research employs various methodologies. In this context, the term "method" refers to a clear and direct approach. To achieve the objectives of this study, a descriptive method was utilized. This method involves collecting, analyzing, and interpreting facts to derive conclusions. The process begins with defining the problem, selecting the research sample, and employing data collection methods. The collected data is then organized, classified, analyzed, and interpreted to draw clear and specific conclusions and recommendations.

1.1 Study Scope:

- **Temporal Scope:** The practical study is confined to the period between the end of the second term and the beginning of the third term of the 2023/2024 academic year.

- Spatial Scope: The field study was conducted in several primary schools located in the Wilaya of Touggourt, selected purposefully.

2. Study Population:

The study population is the segment on which the research is focused. Since the study centers on the impact of physical and sports activities on academic achievement with the introduction of a specialized physical education teacher, the study population consists of primary school teachers. These teachers are the direct participants in the educational process and are capable of observing and assessing changes in students' academic performance due to the presence of a physical education teacher and the associated curriculum in the primary education sector.

Primary Schools	Total Number of Teachers
Taria Makhlof Primary School	17
Al-Amir Abdelkader Primary School	10
Imam Al-Shafi'i Primary School	13
Ben Taria Lemnour Primary School	09
Ben Qana Ibrahim Primary School	09
Sheikh Al-Saghir Primary School	19
Mouloud Freroun Primary School	19

Table 1: Total Number of Teachers in Each Primary School

2-1 Study Sample:

The goal of every researcher is to reach accurate conclusions through the original population by selecting a sample that truly represents that population. To answer the study questions and test its hypotheses, a purposive sample was selected from the teachers of primary schools in the Wilaya of Tougourt.

Table 2: Sample of the Study in Each Primary School

Primary School	Total Number of Teachers
Taria Makhlef Primary School	09
Emir Abdelkader Primary School	07
Imam Al-Shafi'i Primary School	08
Ben Taria L'manour Primary School (N'zla)	07
Ben Qana Ibrahim Tamassine Primary School	07
Sheikh Al-Saghir Tamassine Primary School	08
Mouloud Feroun Tamassine Primary School	10

3- Study Tools:

For our study, we relied on a questionnaire, which is one of the most commonly used tools for collecting information in descriptive studies. The questionnaire is a crucial step for researchers as it ensures the accuracy of the results if the questions are prepared carefully and the data is processed correctly. A questionnaire was designed for teachers at selected primary schools in the Wilaya of Tougourt.

3-1 Psychometric Methods:

1.1.3 Validity of Experts (Face Validity)

To ensure the face validity of the questionnaire, the opinions of experts were sought in preparing the questionnaire items. After receiving the expert review forms, they were analyzed, and the results were as follows: The experts' opinions were generally positive, with a consensus to modify item number (23) in the questionnaire.

We summarize the results of the validity review with precise and objective details using the Lush equation:

Lush Equation = (M - 0.5N) / 0.5N

where:

- M = Number of experts who deemed the item appropriate
- N = Total number of experts. (Zougai, 2007, p. 18)

After applying the Lush equation, the results of the expert review are as follows:

Table 03: illustrates the experts' validation of the items for the characteristic.

Number of Agreements	Number of Disagreements	Total	Agreement Percentage
04	00	04	100%
04	00	04	100%
00	04	04	0%

After reviewing the results of the validation, the researchers adhered to the judges' opinions. Based on their feedback, a modification was made to item

number (23) of the scale. The previously mentioned validation results served as preliminary evidence of the tool's validity.

2.1.3 Exploratory Study

3-1-2-1 Objectives of the Exploratory Study:

The exploratory study is used by researchers to understand the research sample and identify any potential issues that may arise during the application of the tool, which were not anticipated during the planning phase. It helps in avoiding these issues when applying the tool to the main study sample.

3-1-2-2 Exploratory Study Sample:

The exploratory study sample consisted of teachers from several primary schools in the Wilaya of Touggourt. The specifications of the exploratory sample are detailed in the following table:

Table 4: Specifications of the Exploratory Sample

School Name	Number of Male Teachers	Number of Female Teachers	Total
Imam Al-Shafi'i Primary School	03	05	08
Amir Abdelkader Primary School	04	06	10

Table 1 indicates that the exploratory study sample consists of (18) individuals, with (03) male teachers and (05) female teachers from Imam Al-Shafi'i Primary School, and (04) male teachers and (10) female teachers from Amir Abdelkader Primary School.

3-2 Results of the Exploratory Study:

The exploratory study aimed to verify the psychometric properties of the research tool. After applying the tool to the sample, validity and reliability were calculated. The results showed that the validity and reliability coefficients were high, and the questionnaire with its 23 items was adopted in its final form for the main study.

3-2-1 Validity of the Extreme Groups:

The individuals' scores were arranged in descending order according to their responses on the test. 27% of the high-scoring group and 27% of the low-scoring group were selected using the t-test. The discrimination coefficient for each question in the questionnaire was calculated, with the (sig) value being 0.00 for all test questions, which is less than 0.05. Thus, there are statistically significant differences between the mean scores of the weak and strong groups, indicating a high level of validity.

3-2-2 Measurement of Test Reliability:

- Cronbach's Alpha Coefficient

Table 5 shows the reliability coefficient of the questionnaire.

Number of Items	Cronbach's Alpha
23	0.962

The table indicates that the Cronbach's Alpha coefficient is 0.96, showing that the questionnaire has a high level of reliability.

- Split-Half Reliability:

The variance of the first half and the second half of the questionnaire was calculated using Guttman's formula, and the reliability coefficient was 0.92, indicating the questionnaire's reliability.

- Statistical Methods Used:

The following statistical methods were used:

t-test. Arithmetic Mean. Standard Deviation

Thirdly Presentation and Interpretation of Study Results

1. Presentation and Interpretation of the First Hypothesis Results:

The study hypothesis states: "There is no relationship between practicing physical sports activities and the development of cognitive abilities." To test this hypothesis, it was converted into a null hypothesis:

There are no statistically significant differences between practicing physical sports activities and the development of cognitive abilities in students.

Table No. (6): Frequency, Percentages, Means, and "t-test" Values of

First Axis	Item No.	Mean	Standard Deviation	Percentage	t-test	Sample Direction	Question Rank
Shows the relationship between practicing physical sports activities and enhancing the student's mental abilities	01	2.98	0.01	99.40	-14.57	Supportive	01
	02	2.94	0.08	98.21	-2.64	Supportive	06
	03	2.96	0.03	98.80	-7.22	Supportive	03
	04	2.92	0.06	97.61	-3.56	Supportive	10
	05	2.96	0.07	98.80	-3.34	Supportive	04
	06	2.94	0.08	98.21	-2.64	Supportive	07
	07	2.92	0.014	98.61	-1.51	Supportive	11

Sample Responses on the First Axis

Based on the table above, it is observed that the overall mean for the sample responses regarding the axis related to the practice of physical sports activities and its relationship with enhancing the student's mental abilities ranges from 2.92 to 2.98 with a standard deviation of 0.01 to 0.014. This indicates a low level of dispersion, suggesting that the mean is within the high range. The percentages for this axis vary between 98.21% and 98.80%, which are also high.

The t-test value is significant at the 0.05 significance level, confirming the presence of statistically significant differences. Thus, the null hypothesis is rejected, and the alternative hypothesis, which states that there are statistically significant differences between practicing physical sports activities and enhancing the student's mental abilities at a high level, is accepted.

This result aligns with the study by Abdel Rahman Lakhel and Feroz Abdel Aziz, titled "The Role of Physical Education Class in Enhancing Academic Achievement Among Secondary School Students," which concluded that physical education classes play a role in developing students' mental abilities.

Additionally, Ikhlas Abdel Hamid, in her study "The Relationship Between Psychological Stress and Motor Memory Among Practitioners and Non-Practitioners of Regular Physical Activity," emphasized the necessity of integrating physical activity lessons at all educational levels and considering them a priority for achieving a high level of academic achievement.

Hence, we can conclude that the hypothesis supports the objectives of physical education, as practicing physical sports activities aims to activate brain functions.

Ikhlas Abdelhamid, in her study "The Relationship between Psychological Stress and Motor Memory among Practitioners and Non-Practitioners of Regular Physical Activity," pointed out that it is essential to introduce physical education classes at all educational levels and consider them a priority for achieving a high level of academic performance. We can thus say that the hypothesis supports the objectives of physical education, as practicing physical activity aims to stimulate brain functions.

2. Presentation and Interpretation of the Results of the Second Hypothesis:

The study's hypothesis states: "There is a relationship between practicing physical activity and increased motivation for achievement." To test this hypothesis, it was transformed into a statistical hypothesis: "There are statistically significant differences between practicing physical activity and increased motivation for achievement."

Table 7: Frequencies, percentages, arithmetic means, and "t-test" values for the responses of the sample individuals on the second axis.

Second Axis	Item No.	Arithmetic Mean	Standard Deviation	Percentage	t-test	Sample Direction	Question Rank
Relationship between practicing physical activity and increased motivation for achievement	08	2.82	0.25	99.04	-0.65	Supportive	19
	09	2.89	0.09	98.42	-2.35	Supportive	13
	10	2.44	0.39	81.54	-0.34	Supportive	22
	11	2.94	0.08	98.21	-2.64	Supportive	08
	12	2.55	0.39	85.11	-0.33	Supportive	21
	13	2.85	0.12	91.66	-1.76	Supportive	17
	14	2.75	0.19	95.83	-1.03	Supportive	20

From the above table, we observe that the overall arithmetic mean for the sample's responses to the statements related to practicing physical activity and its relationship with increased motivation for achievement ranged between 2.44 and 2.94, with a standard deviation between 0.09 and 0.39, indicating a small level of dispersion. Thus, the arithmetic mean is in the high range, and the percentages for this axis were at least 81.54% and at most 99.04%, which are also high. The t-test value is significant at the 0.05 level, which confirms the existence of statistically significant differences.

Therefore, we accept the hypothesis stating: "There are statistically significant differences between practicing physical activity and increased motivation for achievement."

This result aligns with the study by Ben Abdel Salam Mohamed and Harwash Lamine, "The Practice of Physical Activities and Its Relationship with Motivation for Achievement among Middle School Students," which found a statistically significant relationship between the practice of physical activities and motivation for achievement among middle school students.

Afifa Jadidi (December 2014) mentioned in her study, "Motivation: Its Importance and Role in the Learning Process," that the motivation for achievement is not only a necessary condition for the start of learning but is also essential for maintaining the learner's interest and increasing their effort. Motivation not only increases the desire to work and produce more but also enhances the ability to increase productivity.

Since practicing physical activity includes various games, each game aims to instill in the learner a motivation for success. Ultimately, this motivation serves as training, encouraging the learner to strive for success in every task assigned, thereby increasing their motivation to achieve in all subjects and improving their academic performance.

3. Presentation and Interpretation of the Results of the Third Hypothesis:

The study's hypothesis states: "The practice of physical activity plays a role in developing the learner's academic skills." To test this hypothesis, it was transformed into a statistical hypothesis: There are statistically significant differences between practicing physical activity and developing the learner's academic skills.

Table 8: Frequencies, Percentages, Arithmetic Means, and "t-test" Values for the Responses of the Sample Individuals on the Third Axis.

Third Axis	Item No.	Arithmetic Mean	Standard Deviation	Percentage	t-test	Sample Direction	Question Rank
The Role of Practicing Physical Activity in Developing Academic Skills Among Learners	15	2.87	0.11	95.83	-2.01	Supportive	15
	16	2.83	0.13	94.64	-1.56	Supportive	18
	17	2.94	0.05	98.21	-4.78	Supportive	09
	18	2.89	0.09	96.42	-2.35	Supportive	14
	19	2.96	0.07	98.80	-3.34	Supportive	05
	20	2.35	0.37	78.57	-0.38	Supportive	23
	21	2.98	0.01	99.40	-14.57	Supportive	02
	22	2.92	0.06	97.61	-3.56	Supportive	12
	23	2.87	0.11	95.83	-2.01	Supportive	16

From the above table, we observe that the overall arithmetic mean of the sample's responses to statements related to the role of practicing physical activity in developing academic skills ranges between 2.35 and 2.98, with a standard deviation between 0.01 and 0.13. This indicates a small level of dispersion. Therefore, the arithmetic mean is in the high range, and the percentages for this axis were at least 78.57% and at most 98.80%, which are also high. The t-test value is significant at the 0.05 level, confirming the presence of statistically significant differences. Hence, we accept the hypothesis that there are statistically significant differences between practicing physical activity and developing academic skills.

This result aligns with the study by Ben Jha Omar, “Physical Education and Its Relationship with Academic Achievement Among Final-Year Secondary Students in Batna,” which found that physical education and sports play a role in developing academic skills.

Practicing physical activity serves as a pedagogical strategy that renews attention and breaks the routine within the classroom. When presented correctly and utilized by the learner, it helps them eliminate negative energy and acquire positive energy, allowing them to develop and apply all their academic skills, thereby improving their academic performance.

General Conclusion:

The study focused on physical activity and its relationship with academic achievement. To achieve this goal, the study used a descriptive approach and employed a questionnaire as a data collection tool. After applying the tool and analyzing the data, the study found:

1. Statistically significant differences in the sample’s responses, indicating that practicing physical activity is related to increased academic achievement.
2. Statistically significant differences in the sample’s responses, indicating that practicing physical activity is related to the development of mental abilities.
3. Statistically significant differences in the sample’s responses, indicating that practicing physical activity is related to increased motivation for achievement.

4. Statistically significant differences in the sample's responses, indicating that practicing physical activity plays a role in developing academic skills.

Study Summary:

1. Increase the amount of time allocated for physical activity for primary school students.
2. Provide necessary resources for practicing physical activity due to the characteristics of students at this educational stage.
3. Organize training seminars for physical education teachers to understand and address the needs of this stage.
4. Ensure a safe environment for practicing physical activity in primary education considering the students' characteristics (running, impulsiveness, lack of attention, etc.).
5. Coordinate and monitor between subject teachers and physical education teachers to reinforce desired behaviors and eliminate undesirable ones.

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