



Obstacles to girls practicing sports in the school environment from the parents' point of view (a field study in the city of M'Sila)

معوقات ممارسة الإناث للرياضة بالوسط المدرسي من وجهة نظر الآباء (دراسة ميدانية بمدينة المسيلة)

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ملخص:

ما يلاحظ في الوسط المدرسي الجزائري خاصة مرحلة المتوسط والثانوي هو عزوف الفتيات عن حصة الرياضة، من خلال تقديم شهادات الاعفاء حتى في شهادة البكالوريا، وتعود الاسباب إلى عدة معوقات. لذلك هدفت الدراسة إلى التعرف على أهم المعوقات التي تحول دون ممارسة الإناث للرياضة بالوسط المدرسي، من خلال التساؤل التالي: ما هي العوائق التي تحول دون ممارسة الإناث للرياضة بالوسط المدرسي من وجهة نظر الآباء؟ وقد اتبعنا المنهج الوصفي على عينة من 80 أباً بمدينة المسيلة، تم اختيارهم بطريقة عشوائية، خلال السداسي الثاني 2018-2019. وقد استخدمنا استبياناً من 30 عبارة مقسمة إلى ثلاثة محاور: العوائق الاجتماعية (10 بنود)، العوائق الدينية (10 بنود)، العوائق الثقافية (10 بنود). تتم الإجابة عليها وفق ثلاثة بدائل: (بدرجة كبيرة 3)، (بدرجة متوسطة 2)، (بدرجة ضعيفة 1). وباستخدام الأساليب الإحصائية المناسبة؛ توصلت الدراسة إلى النتائج التالية:

- يعيق الوسط الاجتماعي الإناث على ممارسة الرياضة بدرجة كبيرة.

- يعيق العامل الديني الإناث على ممارسة الرياضة بدرجة كبيرة.

- تعيق العوامل الثقافية الإناث على ممارسة الرياضة بدرجة كبيرة.

الكلمات المفتاحية: معوقات، الإناث، الرياضة، الوسط المدرسي، وجهة نظر الآباء

Abstract:

What is observed in the Algerian school environment, especially at the middle and secondary levels, is the reluctance of girls to the session of the sport, through justifying with exemption certificates even at the baccalaureate, because several obstacles. the study aimed to identify the most important barriers to girls 'sport in school by asking themselves the following questions: What are the barriers that prevent girls from participating in school-based activities from the parents' point of view? We followed the descriptive approach on a sample of 80 fathers in the city of M'Sila, who were selected randomly during the second semester of 2018. And We used a 30-item questionnaire divided into three axes: social environment (10 items), religious factor (10 items), cultural factors (10 items) are treated according to three variants: (high 3), (medium 2), (low 1). Using the appropriate statistical methods, the study revealed the following results:

- The social environment hinders women to play sports of great degree.
- The religious factors impede the women to play sports of great degree.
- The cultural factors impede the women to play sports of great degree.

Keywords: Obstacles, women, sports, school environment, parents' point of view

Introduction and problem of the study: Sports have become the best ambassador for communication between individuals and peoples. It is a tool for civilizational and cultural communication and cooperation between countries, and a means of spreading the culture of tolerance and reconciliation between peoples and societies. Therefore, every country has worked to develop this field and various segments and groups have begun to practice sports, including women, and Algeria is among the countries. Since independence, it has sought to take care of sports and give it special importance, such that it was included in educational curricula at all levels. Despite this, most specialists in the field of physical education and sports have confirmed the existence of stagnation and regression. The level of

sports among girls, as well as the spread of the phenomenon of exemptions from them in educational institutions.

“Physical sports activity in its new form, through the physical education and sports class within educational institutions, is considered an important field of education, and as such it is considered a pillar that the individual uses in his daily life so that he can be a good individual equipped with experiences and skills that make him an integral part of his society, keeping pace with... For the development and growth of his social environment, practicing sports through physical education and sports has a fundamental value in an individual’s life, because of the physical, psychological, social and educational benefits it provides. From a physical standpoint It strengthens and activates the muscles. As for the mental aspect, it helps to develop mental and emotional abilities. It also protects the individual from the psychological complexes that often cause him difficulties and psychological disorders. As for the educational aspect, it leads to the acquisition of motor skills and new knowledge. It also gives the individual the opportunity to interact with others, which leads to... It leads to establishing relationships with others and exercising is one of the most important factors that helps a person improve his health and physical level, gives him good fitness, gives him happiness and good morals, and makes him able to work and produce. Sport is also considered a tool for communication and cooperation. Between countries, and a means of cultural exchange between peoples and societies. This is due to many reasons (physical, social, cultural), as women were not given opportunities to participate, given that sports belong only to men, and that a girl’s practice of sports is contrary to public morals, violates modesty, and removes the quality of modesty from her” (Maidoun, 2016).

Due to many considerations, including cultural and social ones, women have not found sufficient opportunities throughout history to prove their competence in sports participation, as women were dominated by limits drawn by their social roles as females, and sports were limited to men and not women due to their physical and psychological requirements for women” (Obaidat, 2005), and she points out Many researches and studies have examined the factors that hinder girls from practicing sports activities. Oweidat et al., 1988, conducted a study to find out the reasons for girls’ reluctance to practice sports activities at the University of Jordan. Researchers identified six main dimensions that contribute to girls’ reluctance to practice sports: (the psychological, social, academic, economic, religious, and cognitive dimensions. The study concluded that the strongest

factors are: the religious, then the social, and then the economic factors (Oweidat, 1988, p. 489). Al-Jib's 1990 study also showed that among the factors that hinder girls' practice of sports, the most important are factors related to the school system, social and religious factors, and factors related to leadership (Al-Jib, 1999, p. 489). Hardman & Marshall 2002 pointed out that the reasons for females' reluctance to engage in sports activities are due to cultural reasons and religious beliefs (Haman, 2000, p. 23-31). Eid Muhammad Kanaan 2010 believes that among the obstacles to practicing sports activities for girls are women with disabilities. Social, religious and psychological (Kanaan, 2010, p. 487). In the same context, Jawarna Randa Saleh Youssef and Al-Farihat Basem Muhammad 2009 believe that social factors are among the most important reasons that prevent girls from practicing sports activity (Jawarna, 2009, pp. 105-121).

Study questions:

General questioning: What are the most important obstacles that prevent girls from practicing sports in school?

Partial questions:

-Does the social environment hinder females from practicing sports in school?

-Does the religious factor hinder females from practicing sports in school?

Do cultural factors hinder girls from practicing sports in school?

Study hypotheses:

The social environment hinders females from practicing sports in school to a great extent.

The religious factor hinders females from practicing sports in school to a great extent.

Cultural factors hinder females from practicing sports in school to a great extent.

The importance of the study: The importance of the study lies in shedding light on the reality of sports practice among girls, and the reasons that prevent girls from practicing sports in school despite its inclusion in the educational curricula, as well as investigating the opinions of parents about the reasons for the decline in girls' practice of sports in school and their resorting to exemption from the physical education and sports class.

Study objectives Through this study, we seek to achieve the following goals:

- Identifying the degree to which the social environment hinders females from practicing sports in the school environment.
- Identifying the degree to which the religious factor hinders females from practicing sports in school settings.

- Identifying the degree to which cultural factors hinder females from practicing sports in school settings.

Operational definition of terms:

- handicaps By this we mean the difficulties that prevent females from practicing sports, and identifying social, religious and cultural obstacles.

- Females By them, we mean female students studying in middle and high school.

- Sports: It is physical sports activity, and in our study we mean the physical education and sports class.

- The school environment By this we mean sports in school, specifically middle and high school.

- Parents' point of view By this we mean the opinion of parents regarding female students' practice of sports.

Field study methodology:

- **Study method:** The researchers used the descriptive approach to analyze the responses that we obtained from the field to describe the degree of obstacles that prevent females from practicing sports in the school environment from the point of view of parents, and then re-analyzed them quantitatively in order to measure the degree of contribution and issue evaluative judgments.

- **Study sample:** The study sample included (80) individuals from the category of parents, male and female, whose ages ranged between 40 and 60 years, who were selected randomly.

- Limitations of the study: The study was conducted during the second semester of 2018, in M'Sila Province.

- **Data collection tool:** It is a questionnaire consisting of 30 statements divided into three axes: The first axis - social obstacles, consisting of 10 statements. The second axis - religious obstacles, consisting of 10 statements. The third axis - cultural obstacles, consisting of 10 statements. It is answered according to three alternatives: to a great degree (3), to a moderate degree (2), and to a weak degree (1).

- **Validity and reliability of the tool:** To ensure the validity and reliability of the tool, we relied on the honesty of the eight (06) arbitrators who indicated that the questionnaire paragraphs were accepted at a rate of more than 88%, with some paragraphs modified, whether in wording or shortened, so that they were accurate. The researchers also relied on calculating the reliability of the method of application and re-application with an interval of 10 days on a survey sample of 15 individuals (10 fathers, 10 mothers) in the city of M'sila, in the period between November 15 and December 15, 2018,

and using the Pearson correlation coefficient, the result was 92%. Thus, the self-reliability is 0.95.

- Statistical methods: The study used frequencies, percentages, and Pearson correlation coefficient.

Presentation and analysis of results in light of hypotheses:

- Presentation of the results of the first hypothesis: - The social environment hinders females from practicing sports in the school environment to a great extent.

Table No. (1): Response of the study sample members on the social obstacles axis

Number	Paragraphs	Alternatives		
		To a degree Great	To a moderate degree	To a weak degree
	The first axis: social obstacles	Repetition	Repetition	Repetition
1	Is it the family that prevents a girl from practicing sports?	66	12	02
2	Does the group of friends affect a girl's practice of sports?	33	22	25
3	Is male society an obstacle to girls practicing sports?	51	23	06
4	Does exercising make a girl lose her femininity?	48	13	19
5	Is female sports a stigma?	28	24	28
6	Does society prevent girls from watching sports programs?	35	31	14
7	Are you against physical education class for girls?	58	12	10
8	Is sports activity restricted to men?	29	23	28
9	Do you prevent your daughters from exercising?	44	19	17
10	Is a girl's job to work inside the house?	39	21	20
the total		431	200	169
Percentage%		53.87	25.00	21.12

Table No. (2): Ranking of the responses of the study sample members on the first dimension

Number	Evaluation	Number	Ratio	Ranking
1	To a great extent	431	53.87%	1
2	To a moderate degree	200	25.00%	2
3	To a weak degree	169	21.12%	3

Table (2) shows the responses of the study sample to evaluate the first hypothesis. The results of the table showed that respondents with a large degree came in first place, with a percentage of 53.87% of the total responses of the study sample members, while respondents with a moderate degree came in second place, with a percentage of 25.00% of the total study sample members, while the respondents came in third place. Respondents with a weak degree amounted to 21.12% of the total study sample. This means that the social environment It greatly hinders females from practicing sports in school settings. Hence, the first hypothesis was verified.

- Presentation of the results of the second hypothesis: - The religious factor hinders females from practicing sports in school to a great extent.

Table No. (3): Response of the study sample members on the axis of religious obstacles

Number	Paragraphs	Alternatives		
		To a degree Great	To a moderate degree	To a weak degree
	The first axis: social obstacles		Repetition	Repetition
1	Do you think that religion prevents girls from practicing sports?	33	22	25
2	Does mixing of males with females prevent her from exercising?	56	19	05
3	Does sports clothing prevent a girl from exercising?	47	23	10
4	Do you think that practicing sports harms a girl's reputation?	39	23	18
5	Does shyness hinder a girl from exercising?	46	20	14

6	Do you think that sports time is incompatible with religion?	38	29	13
7	Do you think that there are religious controls for females practicing sports?	76	04	00
8	Does a girl's practice of sports push her to commit taboos?	35	24	21
9	Is practicing sports for women inconsistent with religious values?	33	28	19
10	Do you think that exercising weakens faith?	36	27	17
the total		439	219	142
Percentage%		54.87	27.37	17.75

Table No. (4): Ranking of the responses of the study sample members on the second dimension

Number	Evaluation	Number	Ratio	Ranking
1	To a great extent	439	54.87%	1
2	To a moderate degree	219	27.37%	2
3	To a weak degree	142	17.75%	3

Table (4) shows the responses of the study sample to evaluate the second hypothesis. The results of the table showed that respondents with a large degree came in first place, with a percentage of 54.87% of the total responses of the study sample members, while respondents with a moderate degree came in second place, with a percentage of 27.37% of the total study sample members, while the results of the table came in third place. Respondents to a weak degree amounted to 17.75% of the total study sample. This means that the religious factor It greatly hinders females from practicing sports in school settings. Hence, the second hypothesis was verified.

- Presentation of the results of the third hypothesis:- Cultural factors hinder females from practicing sports in school to a great extent.

Table No. (5): Response of the study sample members on the axis of cultural obstacles

Number	Paragraphs	Alternatives		
		To a degree Great	To a moderate degree	To a weak degree
	The first axis: social obstacles	Repetition	Repetition	Repetition
1	Does society view girls who play sports in a negative light?	55	22	03
2	Does practicing sports affect the customs and traditions of society?	47	18	15
3	Do you oppose the idea of sports culture?	36	29	15
4	Would you mind your daughter working as a coach in sports institutes?	42	25	13
5	Does society reject female sportswear?	68	11	01
6	Does society reject female sports competitions?	37	32	11
7	Is a girl who plays sports an outcast?	65	12	03
8	Do you mind exercising with your girls?	51	17	12
9	Do you mind your daughters visiting sports fields?	57	20	03
10	Does society view girls who play sports in a negative light?	57	19	04
the total		515	205	80
Percentage%		64.37	25.62	10

Table No. (6): Ranking of the responses of the study sample members on the third dimension

Number	Evaluation	Number	Ratio	Ranking
1	To a great extent	515	64.37%	1
2	To a moderate degree	205	25.62%	2
3	To a weak degree	80	10.00%	3

Table (6) shows the responses of the study sample to evaluate the second hypothesis. The results of the table showed that respondents with a large

degree came in first place, with a percentage of 64.37% of the total responses of the study sample members, while respondents with a moderate degree came in second place, with a percentage of 25.62% of the total study sample members, while the respondents came in third place. Respondents with a weak degree amounted to 10.00% of the total study sample. This means that cultural factors hinder Females are more likely to practice sports in school settings. Hence, the third hypothesis was verified.

Discuss and interpret the results in light of previous studies:

- Discussing the results of the first hypothesis: The results of the first hypothesis indicated that social obstacles prevent girls from practicing sports activities in the school environment, and more than 53.87% of parents responded to this, which is an indicator that proves that social controls, behaviors, and organization prevent girls from practicing sports. Considering that sport is not a priority for her and that sport is largely a male activity, because sport harms her femininity and her personality as a woman, and therefore her job is household affairs. Our study agreed with some studies, including: the Dwyer (2006) study, where the results of the study showed that among the reasons for girls' reluctance to participate in sports was the influence of friends and the influence of parents. And the Al-Jib study (1990), whose most important results were that there are several factors that lead to girls' reluctance to participate in sports. Sports, the most important of which are social factors and factors related to leadership. As well as the study of Kanaan (2010). I disagreed with the study of Abdel Nour Maidoun (2016), who concluded that the family does not constitute a major obstacle to girls practicing physical education and sports.

- Discussing the results of the second hypothesis: The results of the second hypothesis confirmed that religious obstacles are among the main reasons that prevent a girl from practicing sports, according to the parents' point of view, so that about 54.87% of the sample responded that the religious factor is a significant obstacle, since sport affects the girl's reputation, offends her modesty and dignity, and makes her lose religious motivation. Sports clothing, for example, is incompatible with Islamic dress, and spending time in sports is a waste of time. Add to that sports trips, girls going out alone, and imitating men...all of these things are incompatible. With religion. There are many studies that support this proposition, including: the study of Oweidat et al. (1988), which concluded that the clear factors responsible for girls' reluctance to practice sports are most strongly attributed to the religious factor, and the study of Al-Jib (1990), which was one of its most important results. There are several factors that lead to girls

abstaining from sports, the most important of which is religious factors. And a study (2002) by Marshall Hardman, This study indicated that there were limited opportunities for girls to participate in sporting activities in some Islamic countries, and this was due to religious beliefs that may negatively affect girls and prevent them from participating in sporting activities. As well as the study of Abdel Nour Midoun (2016), who believes that mixing is among the reasons that most influence girls in keeping them away from practicing physical education and sports.

- Discussing the results of the third hypothesis: The results of the third hypothesis indicated that cultural factors are among the strongest reasons that lead girls not to practice sports activity. Cultural factors refer to customs and traditions, the level of urbanization, and society's view of the negative aspects of sports activity rather than the positive side, so that society is ashamed of women's sports activity and considers it contrary to culture. The group rejects girls who practice sports, as well as rejecting sports clothing because it contradicts the nature of the traditional dress of Algerian girls. This is also embodied in several behaviors, including parents' refusal to practice sports with their daughters or individuals. The family, not taking them to sports fields such as stadiums and swimming pools... and rejecting the idea of studying or teaching in sports institutes. Many studies indicate the influence of cultural and civilizational factors on girls' reluctance to practice sports, including the study of Marshall Hardman (2002), who confirmed that cultural factors are among the most influential factors in girls' reluctance to practice sports. Therefore, it can be said that the culture of Algerian society greatly hinders girls from practicing physical education and sports, by creating a climate and negative perceptions of sports activity and entrenching them in girls, in exchange for male encouragement and support for this.

Study proposals: The researcher suggests the following:

- Raising girls' awareness of the importance of physical education and sports.
- Educating the community that sport is a physical and psychological treatment.
- Helping girls get rid of the complex that sports are limited to men.
- Establishing a culture that religion does not oppose sports within the legal conditions.
- Accompanying our daughters to sports places for play and entertainment.
- Consolidating sports culture within society.
- Encouraging women's sports talents and giving them more opportunities.

- Involving girls in teaching and sports supervision.

Conclusion: We conclude from the above that the physical education and sports class as a school sports activity did not achieve its goals, including the inclusion of girls in this activity in order to dedicate the principle of equal opportunities, despite the fact that the state provided the material and human resources in terms of fields, equipment, and specialists in sports. Despite all this, society remains closed in on itself and hinders this activity by imposing direct or indirect restrictions and obstacles on girls and restricting their function to housework. Also, the religious understanding of sports practice was exaggerated, and was limited to manifestations of finery, modesty, and imitation of men, while a girl could cover herself with legitimate clothing and practice sports, and spaces could also be created for women's sports. Omar bin Al-Khattab (may God be pleased with him) said: "Teach "Your children can swim, shoot, and ride horses," which is a call to exercise. Cultural factors also played a major role in girls' reluctance to practice sports, including the negative view of women's sports, and the woman's complex regarding men who want to be unique in everything. Hence, society, religion, and the cultural factor are among the basic obstacles in Algerian society that prevent girls from practicing sports, from the point of view of parents.

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